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ANNUAL REPORT
OF THE
GENERAL EDUCATION BOARD
1934-1935

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GENERAL EDUCATION
BOARD

1934-1935

GENERAL EDUCATION BOARD
49 WEST 49TH STREET, NEW YORK CITY

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*To the Members of the
General Education Board:*

We have the honor to transmit herewith an account of the work of the General Education Board for the fiscal year July 1, 1934, to June 30, 1935, together with the report of the Treasurer for the same period.

TREVOR ARNETT
President

WILLIAM W. BRIERLEY
Secretary

ANNUAL REPORT
OF THE
GENERAL EDUCATION BOARD
1934-1935

ANNUAL REPORT

In this annual report of the General Education Board will be found a record of the appropriations made during the year 1934-35. The income for the year from invested funds was \$2,453,562.51, a decrease of \$44,690.28 from the income from this source in the previous year. Refunds of \$71,561.84 were received on account of payments in previous years, which, added to the income from investments, made a total income of \$2,525,124.35.

Appropriations made during the year amounted to \$7,494,150.03, an amount in excess of the appropriations made in the year before of \$4,465,426.10. Of the appropriations made, \$2,500,000 was charged to principal and \$4,994,150.03 was charged to income. The sum charged to income exceeded the income for the year by \$2,469,025.68. This excess was provided from appropriations of prior years which lapsed in 1934-35, amounting to \$741,673.71, and from \$1,727,351.97 of unappropriated income on hand at the opening of the year.

During 1934-35 the General Education Board carried further those forms of support to American education that were indicated in the plans adopted in April, 1933. Grants were made to various agencies for work in the field of general education, for research in child development, and for improvement of educational opportunity in the southern states. Support of the concentrated programs of the Rockefeller Foundation was also given through a use of funds

for the training of personnel. The interest of the Board in opportunities to assist organizations involved in the emergency educational services of the Government was further shown by a series of grants continuing temporarily the support rendered them during the preceding year. Each of these phases of the program now in effect was described in the report for the year 1933-34, and in the following sections of the present report appear brief summaries of progress within the fields of operation.

Reasons for entry into the field of general education have been confirmed by the events of the two years since that was made a major interest of the Board. At that time it was evident that education must take on new responsibilities and in many respects must change its objectives. The care of youth had become more than a matter of schooling through formal methods of instruction. As the field of secondary education widened under the new demands for more effective preparation of youth to meet the conditions of daily life, enforced economies were threatening the security of the existing system. These conflicting pressures have continued, with the result that educational leaders have an increasing concern over the primary aims of the entire educational endeavor of the country.

No institution, public or private, has been free from this demand to define and to demonstrate the social value of its educational services. In this revaluation, the school most deeply concerned is the one completing the preparation of youth for entry into active affairs or into a special course of training for some form of leadership. It becomes increasingly

evident that many of the new problems in American education will be solved in the schools and colleges caring for our youth during the final years of adolescence, and that consequently for some time to come greater attention should be given to methods of instruction and to the training of personnel for service at that level.

Toward this broad program the research in child development is expected to contribute new knowledge concerning the normal processes of growth, particularly during the years of adolescence. It is necessary that more be understood regarding the nature of physical and mental growth and of the ways to bring the individual into normal human relationship with his surroundings. The teacher quite as much as the individual student will be influenced by school application of research findings regarding the requirements of adolescent youth.

As the program in general education looks toward results having national application, so the work of the Board in the southern states is directed toward specific regional opportunities for educational service; yet in many instances plans developed in the South have had general acceptance. For example, a recent bulletin of the Office of Education deals with five studies in as many states on the subject of duplications in the school curricula. Four of these are southern states, and toward three of the studies the Board made grants within its program of work in that region. Also, many schoolmen in southern state departments of education, trained on Board fellowships, have entered the Government service where their methods in special state divisions were

immediately applicable under the emergency educational programs.

These are among the evidences of useful outcomes from the regional program for the South during the past year. The regular procedures for giving aid to public and private educational agencies have been continued, with increased concentration on the needs of the region. This appears in the support given to the institutes for re-training of teachers in rural schools, and in the grants for summer courses conducted by leaders in progressive educational methods in other sections of the country. Fellowships of the Board have been used to train personnel for certain undeveloped fields, particularly in the arts, natural sciences, and social sciences; as these specially trained men and women have returned to their institutions, the Board has provided the necessary library and laboratory materials for more effective teaching. Through such means, as opportunities offered, the southern program has given encouragement to those educational movements important to the development of the region.

Two members of the Board concluded their terms of membership at the end of 1934: Mr. James R. Angell, who began his service in 1922, and Mr. Arthur Woods, who was elected in 1929. Their share in the work of the Board was constant and invaluable. In addition to the usual duties of membership, Mr. Angell and Mr. Woods assumed added obligations on important committees of the Board. Four new members were elected: Winthrop W. Aldrich, John W. Davis, Walter S. Gifford, and Thomas I. Parkinson.

I. GENERAL EDUCATION

The Board's program in general education is still in the stage of exploration and orientation. The need for changes in secondary and lower college education in the United States is widely recognized, but there is as yet little agreement on the purposes to be served by such changes or on the form they should assume. In general, it is clear that definitive plans for educational reorganization must await the results of further inquiry and assessment. In two sectors in particular, clarification is essential: more must be known about the nature of the adolescent, and what adolescent needs, interests, and capacities mean for education on the secondary school and lower college level; and more definitive thought must be given to the educational implications of recent social changes. Until the understanding and aim with respect to both of these matters become more penetrating and clear, educational reorganization cannot wisely proceed. The Board, consequently, has been aiding exploratory work along those lines in which especially significant findings appear to be in prospect.

* * *

An important type of exploratory program which the Board assisted during 1934-35 involves two phases: a study of the interests and needs of adolescents or late adolescents, and the translation of these interests and needs into specific instructional programs. The Board during 1934-35 made grants to a number of institutions which have undertaken experiments of this character.

The General College of the University of Minnesota. The rapid increase in college enrollment during recent years and the prospect that a large proportion of the population of college age will need to be cared for by educational institutions led to the founding of a General College by the University of Minnesota in the fall of 1932. It was decided to develop a two-year college program especially for students who at the end of two years would quit formal education and seek employment. Subsequently it appeared that the General College program would serve satisfactorily as a completion of general education for students intending to continue their studies in certain specialized fields. The General College has now approximately a thousand students. About thirty courses of the "overview" or survey type have been developed, and comprehensive examinations have been established in certain large areas of subject matter. A student may win the degree of Associate in Arts by passing five of these comprehensive examinations. The plan is attracting widespread attention. Several other universities and colleges have established similar educational units, and many universities throughout the country, faced by the same social, economic, and educational problems, are considering the Minnesota plan as a possible solution of their difficulties. The program of the General College offers an excellent opportunity for a study of the needs, abilities, and other important characteristics of late-adolescent boys and girls, and for a definition of the aims and functions of general education. Toward work along these lines in the College the General Education Board appropriated \$75,000 for use over a three-year period.

Sarah Lawrence College, Bronxville, N. Y. Since its establishment seven years ago, Sarah Lawrence College, a progressive college for women, has developed a curriculum, teaching methods, faculty-student relations, and educational guidance with reference to two recognized basic views of the educative process: (1) education consists in the active discovery and pursuit of genuine interests rather than in the passive absorption of systematized bodies of knowledge; (2) educational experience is to be evaluated not simply in terms of the acquisition of knowledge but in terms of total effects upon the personality. The College has recently formulated plans for an intensive exploration of the nature and range of student needs, interests and capacities, especially as these are exhibited in the first year of college life. Materials from numerous fields will be utilized in an effort to give the students the widest possible variety of significant experiences. Responses will be carefully observed and interests and needs thoroughly analyzed. As the results of this program of study and experiment become evident and are satisfactorily verified, they will be incorporated in the regular work of the College. A grant extending over a two-year period at the rate of \$32,000 annually was made by the Board to enable the College to pursue this experimental program.

Stephens College, Columbia, Missouri. Since 1920 studies have been going forward at Stephens College to determine the content of a curriculum designed to meet the special needs of women and to assist in the organization of materials and methods of instruction. As rapidly as possible new courses, new instructional materials, and new methods have been

developed by the research department of the College and incorporated into the curriculum. Courses in the fields which study has shown to be of chief significance for women are now in various stages of development. Some of these are of broad, introductory nature; others are more specialized; but all are functional in the sense of being designed to meet the actual needs of women in modern life. A comprehensive program of extracurricular activities has been provided as a means of furthering the development of the individual students. Arrangements for counseling have been carefully planned; and attention has been given to the problem of adjusting each student's work on the basis of her individual interests and needs. Thirty thousand dollars over a three-year period has been provided for this work by the Board as a supplement to a previous grant for the same purposes.

The Fieldston School, New York City. Fieldston is the secondary and junior college unit of the Ethical Culture Schools in New York City. For a number of years it has laid special emphasis upon the organization of the senior high school and junior college curriculum about the vocational interests of students. Certain courses, known as "pre-professional" courses, have been centered about the needs of students preparing for work in art, business, and women's activities, and attempts have been made to reorganize the work in conventional subject-matter fields—such as history and science—to take advantage of the students' vocational interests as motivating forces. In 1933 a grant of \$38,000 annually for two years was made by the General Education Board to permit the Fieldston School to release a few of its most experi-

enced and competent teachers from a portion of their teaching responsibilities so that they might search for and organize teaching materials, test these materials in the classroom, and ultimately make them available in published form for profitable use by other schools. Since 1933 the Fieldston plan has undergone some revision, emphasis now being placed primarily on the senior high school curriculum, and recognition being given to the fact that there are other adolescent interests, besides vocational, about which the student's general education may wisely be organized. An effort is being made to determine more accurately than has been done in the past the types of student interest about which a school program may be effectively focused. A further sum of \$30,000 has recently been appropriated by the Board in order that certain parts of the experimentation and research now under way at Fieldston may be brought to completion and that valuable results of work already accomplished may be made available to teachers elsewhere.

The major significance of these several institutional programs lies in the fresh insights they are giving into the nature of adolescents and in the possibility of building educational effort more effectively and constructively on the basis of adolescent needs and interests. Results of this sort are being obtained also from the activities of the Commission on the Secondary School Curriculum of the Progressive Education Association, to which a substantial two-year grant was made by the Board in April, 1934.¹

¹ See annual report of the General Education Board for 1933-34, p. 11.

The combined effect of the related projects in this field should be a much-needed illumination of the educational implications of numerous phases of adolescent development.

* * *

A second type of exploration supported by the Board during 1934-35 has to do with possible changes in the treatment of major divisions of subject matter in the curriculum of school and college. The divisions to which these projects related were: (1) the natural sciences; (2) the social studies; (3) the arts; and (4) human relations.

Teachers College, Columbia University. Science teachers and those engaged in the training of science teachers have been especially active in recent years in the consideration of the potential contributions of science to general education. In the hope of translating some of this general thinking into practical suggestions for the teaching of science, the authorities of Teachers College submitted to the General Education Board a proposal calling for the establishment of a special research staff to develop instructional material and to carry on investigations concerning (1) the acquisition and use of scientific concepts, and (2) the interests of high school and college students in the natural sciences. It is expected that such a research group will produce instructional material for the science curriculum from areas not now properly represented in general education, such as genetics, agronomy, ecology, anthropology, history of science, geology, and the engineering sciences. In April, 1935, the Board voted a grant of sixty thou-

sand dollars to enlist the coöperation of scientists and professional educators in this project.

Society for Curriculum Study. A new type of teaching material for use in the social studies, especially on the secondary school level, became available last spring in the form of a periodical entitled "Building America." The magazine was launched under the auspices of the Society for Curriculum Study, and is being distributed by the Columbia University Press. The characteristic feature of the publication lies in its emphasis upon pictures and graphs as a means of presenting facts and significant social problems. Through the use of photographic studies displaying the conditions and needs of basic activities in American life, it undertakes to vitalize existing courses in the social studies. Each issue of the magazine will be devoted to a single topic and will be accompanied by a teacher's guide and an objective test. A special introductory edition on Housing has already appeared and will be followed during the fall and spring of 1935-36 by issues dealing with the following topics: Food, Men and Machines, Transportation, Health, Communication, Power, Recreation, and Youth Faces the World. It is hoped that the use of the magazine will throw considerable light on possibilities for worth-while reorganization of instructional materials in the social studies on the secondary school level. The Board appropriated \$15,000 to assist in launching the new publication.

The Cleveland Museum of Art. For some time educators have recognized the need of research on the art abilities of children which would furnish a basis for discovering suitable methods and materials for

the study of art by children at various stages of their development. Two projects of this kind are now going forward at the Cleveland Museum of Art under the direction of the Curator of Education, Mr. Thomas Munro. The first of these is an exploration and analysis of the art productions and art preferences of children attending Museum classes, to be studied in relation to differences in age, race, sex, previous art training, and experiences with motion pictures and newspaper art. The second project deals with an investigation of certain traits which may be involved in general ability in the production and appreciation of art. Information along these lines is essential to those planning a curriculum adapted to students' needs and for discovering means of evaluating their accomplishment.

The Cleveland Museum presents certain unique opportunities for studies of this type. Its program includes not only instruction to classes from schools and other institutions, but also voluntary Saturday morning classes in creative expression and art appreciation. During the past nineteen years the work has involved much intimate observation of individual children over extended periods of time, the collection of data regarding their racial origin, home environment, and other circumstances, and the production of numerous works of artistic expression in painting, sculpture, and other media. In undertaking the projects outlined above the Museum will have the coöperation of the Brush Foundation, under whose auspices a number of studies of physical, mental, and emotional development of children are now going forward. The General Education Board's appropria-

tion in support of the research program of the Museum amounts to \$10,000 over a two-year period.

Progressive Education Association. The development of a systematic procedure for education in human relations presents an unlimited opportunity for general education to guide the individual toward a richer and happier life. With this in mind the officers of the General Education Board in the spring of 1934 invited a group of specialists to undertake an inquiry into the field of human relations as a possible new area for general education. Literature in such fields as psychology, psychiatry, sociology, cultural anthropology, marriage and sex, child study, ethics, philosophy, and the literary arts was carefully canvassed, and a large body of relevant materials assembled. A recent grant of \$40,000 from the General Education Board will enable the Progressive Education Association to undertake further analysis, appraisal, and supplementation of these materials with a view to making a careful selection available for experimental classroom use in a number of secondary schools and colleges. Several volumes for teachers and several books of readings for students will be produced. It is hoped that experiments with the material will throw considerable light on ways and means of meeting the responsibility of our schools for satisfying personality needs and for improving the human contacts of daily life.

Projects such as those just described, which have to do with specific fields of subject matter, serve to bring out the values which are peculiar to, or especially important in, these subject-matter fields.

They serve also to sharpen definitions of educational purpose or function.

* * *

A third line of exploration toward which the Board made a grant in 1934-35 concerns new instruments for instructional use. Of these, the most important are the cinema and the radio. Both of these, and particularly the cinema, are likely to yield classroom results of far-reaching consequence. Any comprehensive plans for educational reorganization are bound to take them into account.

American Council on Education. In the winter of 1934-35 several conferences of leaders in education were held under the auspices of the American Council on Education for the purpose of discussing the desirability of establishing a national film institute. It was agreed at these meetings that such an institute could make an important contribution to the field of general education by collecting and distributing significant information concerning motion pictures in education both here and abroad; stimulating the production and use of motion pictures for educational purposes; promoting the coöperation of agencies interested in the production and use of educational films; and initiating and promoting research pertaining to motion pictures and allied visual and auditory aids in education. While formal approval was given to a plan for the organization of such an institute by the American Council on Education at its meeting in May, 1935, certain practical considerations made necessary the postponement of its establishment. Meanwhile several coöperative research projects bearing on the educational use of motion

pictures have been undertaken by the Council. These projects will not only supply certain basic data bearing on problems of visual education in the schools, but will serve to maintain a continuous interest in the work of the proposed institute. Funds amounting to \$12,500 were provided for this work by the General Education Board.

* * *

Exploratory projects involving wide experimentation need to be concurrently tested and appraised. What constitutes success in educational undertakings is being redefined, and new standards and measures are indispensable. The Board, consequently, has assisted a number of projects which undertake to accompany newer movements in education with critical analysis and thoroughgoing evaluation.

Progressive Education Association. The Progressive Education Association, which is national in scope and draws its membership from both private and public schools as well as from interested individuals, operates through national committees engaged in research and experimentation, as well as through conferences, summer institutes, and the publication of a monthly journal. Under a Commission on Relation of School and College, a Committee on Records and Reports is now engaged in investigating and defining the objectives of instruction in a group of progressive schools, and in devising and trying out tests to measure certain results and achievements not directly or satisfactorily measured by extant tests. Since the initiation of the Committee's evaluation program in 1934, at which time the Board made a

grant of \$15,000 for the work,¹ the endorsement and active participation of twenty-five secondary schools have been obtained. At five regional school and college conferences the undertaking has been explained and formally approved by the college representatives. Several colleges plan to extend the same type of service into the college years. There is every reason to believe that the Committee's work has been of real benefit to school administrators and teachers in planning curricula and methods of teaching to achieve certain fewer objectives. The Board's original grant has been supplemented by an appropriation of \$35,000 annually over a three-year period to provide for the extension and further development of the Committee's program.

Committee of Twenty-one of the Regional Accrediting Associations. Because of the far-reaching effect exerted by accrediting practices in educational institutions, it is of prime importance that standards for accrediting be well conceived and wisely administered. The various accrediting agencies—New England Association, Middle States Association, Southern Association, North Central Association, Northwest Association, and Western Association—believe that important modifications in standards and procedures for accrediting are imperative. They have, therefore, initiated a coöperative attack on the problem through the appointment of a joint committee of twenty-one members. The Committee, under the chairmanship of Dr. George E. Carrothers, Professor of Secondary Education at the University of Michigan, will undertake the formulation of tenta-

¹ See annual report of General Education Board, 1933-34, p. 11.

tive standards or guiding principles of secondary education, and the outlining of procedures for their application in the improvement and accrediting of secondary schools. An attempt will be made to apply these principles to a number of typical situations throughout the country. On the basis of the Committee's investigations, recommendations will be drawn up regarding accrediting practices for use and adaptation by the several regional associations in their respective areas. Twenty-five thousand dollars was voted by the Board to the American Council on Education for the use of the Committee of Twenty-one for the research phase of its program.

* * *

If pressing problems of educational reorganization in the United States are to be wisely handled, there must be an adequate definition of the basic functions of education—especially publicly supported education—in present and prospective American society. What major and subsidiary objectives are to be recognized in dealing with our youth? What organizations are to be charged with responsibility for the attainment of these objectives? What should the schools in particular be expected to accomplish? What limitations upon educational programs are likely to be forced by financial considerations? How may available funds be made to yield maximum results? What is the competence of existing organizations and personnel? At what points will remedial measures probably suffice? At what points will fundamental reorganization almost certainly be required? In what order, after what preparation, and

under what circumstances should needed changes be undertaken? Educational reorganization, if it is to be satisfactorily effected, must take the form in part of comprehensive social planning. Two of the most important undertakings financed by the Board during 1934-35 deal directly with these fundamental issues.

New York State Board of Regents. The State of New York spends approximately \$350,000,000 a year for publicly supported education. Nearly one-third of this sum is derived from state taxation and is apportioned by the state to the school districts in accordance with a statutory formula designed to equalize educational opportunities. The outlay for public education represents about one-third of the state budget, and also about one-third of the combined budgets of the political subdivisions. While state appropriations for education have been increasing, and under existing law will doubtless continue to increase, it is becoming more and more difficult to raise through taxation sufficient money to cover present state and local commitments. In December, 1934, the Board of Regents of the State of New York became concerned with a number of pressing problems connected with the financing and administration of public education in New York State and with the determination of its range and quality, and requested the Board to consider the desirability of supporting a comprehensive inquiry covering these matters. In order to determine more accurately the scope of such an inquiry, a preliminary exploration of the problem was undertaken early in 1935 with the aid of a grant of \$5,000 from the General Education Board. In the light of this exploratory work, the

General Education Board subsequently undertook to make available from time to time a total sum not in excess of \$494,000 to cover the cost of a comprehensive investigation of public education by the Board of Regents of the State of New York in the following seven major lines of inquiry: (1) a study of educational finance and the school district organization; (2) a study of elementary education with a view to re-evaluation of the curriculum and of the auxiliary services; (3) a study of all types of education on the secondary level with a view to evaluating the appropriateness and adequacy of these provisions; (4) a study of the demands and provisions for adult education and higher education at public expense; (5) a study of selection, training, quality, and standards of compensation of the teaching personnel; (6) a study of federal aid in education; and (7) a study of the organization of publicly supported education in the state with a view to determining the effectiveness of the organization and the desirable scope of its functions.

It is believed that the studies outlined above will not only provide valuable basic information to the Board of Regents in its role of adviser to the legislature and local appropriating bodies, but will serve to direct attention to these issues and their possible solutions in other states.

American Council on Education—National Youth Commission. As an approach to the problems of providing protection and further education for millions of young people whom the schools are not now reaching or assisting satisfactorily, the American Council on Education has appointed a national commission

composed of men and women of outstanding reputation and influence who, on the basis of extended investigation, will undertake to formulate plans for meeting more effectively the pressing needs of American youth. Former Secretary of War, Mr. Newton D. Baker, has accepted acting-chairmanship of this commission. Other members are Will W. Alexander, of the Commission on Interracial coöperation, Ralph Budd, railway executive, Lotus D. Coffman, president of the University of Minnesota, Dorothy Canfield Fisher, author, Willard E. Givens, secretary of the National Education Association, Henry I. Harriman, former president of the Chamber of Commerce of the United States, Robert M. Hutchins, president of the University of Chicago, Chester H. Rowell, editor of the *San Francisco Chronicle*, William F. Russell, dean of Teachers College of Columbia University, Edith R. Stern, civic leader, John W. Studebaker, United States Commissioner of Education, Miriam Van Waters, superintendent of the State Reformatory for Women at Framingham, Massachusetts, and Matthew Woll, vice-president of the American Federation of Labor. The program of the National Youth Commission is being financed through grants from the General Education Board. The sum of \$500,000 has been appropriated to care for general expenses during a five-year period. Appropriation of an additional three hundred thousand dollars has been authorized for specific projects to be undertaken later under the Commission's sponsorship. These projects are expected to include a comprehensive analysis of the characteristics of youth and an evaluation of the

influences to which they are subject; a continuous study of commonly accepted goals in the care and education of American youth for the purpose of determining the adequacy of these goals in relation to present social, economic, and political trends; and the investigation of agencies concerned with the care and education of young people, and the eventual recommendation of effective procedures. The systematic popularization and promotion of desirable plans of action through conferences, publications, and demonstrations of promising procedures will also be a part of the Commission's work. Dr. Homer P. Rainey, until recently president of Bucknell University, has assumed administrative charge of the program. Headquarters will be located at the offices of the American Council on Education in Washington, D.C., and close coöperation will be maintained with such agencies as the National Youth Administration and the Civilian Conservation Corps.

* * *

In connection with its program in general education, the Board during 1934-35 made provision for a few temporary additions to staff and for a small number of fellowship appointments. The fellows appointed during this period are engaged in work closely connected with, if not actually a part of, projects or programs to which the Board has made other and more direct contributions.

II. CHILD STUDY

In adopting a program of research in child development, the General Education Board recognized the opportunity to advance those plans that the Laura Spelman Rockefeller Memorial and other organizations had fostered. Before 1929, grants of the Memorial to several institutions had helped materially in establishing centers for research at the age level of the nursery school. It is the hope of the Board that through its present program of child study somewhat similar advances may be made in the study of the child during the prenatal and infancy periods. Also, the Board has entered the field of general education to a degree that calls for all possible research on the requirements of adolescent youth. By continuing to support a few centers the Board will therefore aid research workers dealing with age groups that thus far have not been given attention to the degree shown to children between the ages of two and five years.

This support of the Board to child study within the age periods of infancy and of adolescence is given through a few centers of research where the cumulative or longitudinal study of individual children over a period of years can be carried on with the resources of the life sciences. It is expected that these centers will not only increase our knowledge of child growth and development, but also will train new personnel for research and for the application of findings. Their research and experimentation will contribute, in the broader sense, to educational and clinical work and to hygiene, or prophylaxis. This

emphasis upon early utilization of research results should serve to lessen the usual gap between science and daily life and also to direct the research programs along lines of early social application, so that not only education but every form of child welfare work will be benefited.

During the past year the Board's interest in the child-study field was reflected in grants of continuing support to three centers, in further fellowship appointments to train research personnel, and in the provision of funds for conferences on methods of research. Publication of the results of research in the field is to be advanced through help of the Board to a national organization specifically concerned with the various phases of child development.

At Harvard University, the study of infancy is continuing, with a grant of \$28,000 a year for 1935-36 and 1936-37. This will permit continuation of the present series of observations and measurements and more intensive work on the prenatal period. In order to make possible this enlargement of the study, an additional sum was made available for the purchase and installation of new equipment and the alteration of quarters.

The continuation and enlargement of the study of adolescents by the Brush Foundation at Western Reserve University was provided in a grant of \$28,100 a year for 1935-36 and 1936-37. With these funds, the Brush Foundation will extend its study of adolescent development to include additional physiological and biochemical examinations. A further sum was made available for the purchase of needed equipment and for the publication of the accumulated results of X-ray studies of development.

A grant of \$9,000 for the year 1935-36 was made to the University of California to insure the continuation of the guidance study in the Institute of Child Welfare, in which a group of children and families have been under intensive observation during the past six years.

During the year the Board also provided additional sums for the appointment of fellows as a means of training personnel for the study of child development at the prenatal and infancy levels and during adolescence. A total of twenty appointments and reappointments was made during the twelve months' period.

The Board has also made available a fund for conferences from which allocations have been made, from time to time, for a number of meetings of specialists to formulate methods and procedures in the study of child development. These meetings were designed not only to bring the judgment and experience of specialists to bear upon some of the more difficult problems of child research, but also to promote closer communication among the different centers working in this field.

As another means of furthering dissemination of research findings, the Board appropriated to the National Research Council \$10,500 for use over a three-year period by the Society for Research in Child Development in maintaining an editorial office in Washington. In addition, a fund of \$5,000 was made available to subsidize a series of publications under the auspices of the Society, with the expectation that the growing membership of this organization will provide a basis for permanent support of such a program.

III. TRAINING OF PERSONNEL

The present fellowship program has developed from methods in effect since 1921, when the Board began granting fellowships and scholarships to advance educational plans in the southern states. Many types of training have been provided in order to meet the needs of public school systems and of institutions. The fellowships of the Board have benefited the southern states by giving trained personnel for educational plans at every level. These benefits have come largely from the circumstance that plans for general operation in new directions were fully drafted before training through fellowship experience was considered.

Training of personnel always has been related to definite purposes. It is on the same basis that the Board is now supporting, through fellowships, individuals who will give their services in special fields of teaching and research. The practice is being continued whereby the Board itself administers fellowship funds that can best be applied under direction of the officers for training of the personnel needed in the active programs of the Board and the Rockefeller Foundation. In one case the Board has given a fellowship fund to a national organization for administration under plans that will create the conditions necessary to the advancement of work in undeveloped fields.

Statements in the present report regarding the work in the southern states show how directly fellowship plans contribute to development of higher quality of educational service. Similarly the reports

on the programs in general education and in child study bring out the need for new types of personnel for accomplishment of new plans. Under the southern program, the appointments for 1934-35 totaled 80. This figure represents the number of persons given training periods of three to twelve months that will enable them to do more effective work in their chosen fields. These persons were appointed on the nomination of administrative officers of state and private institutions that have had Board support for specific aims. Personnel has been developed for definite services, and appointees have known the places where they would work after the fellowship experience. In like fashion the Board has supported its other special programs by providing training for those persons needed for supervision, teaching, and research. Such persons have been chosen with a direct reference to the needs of institutions and organizations as a part of their broader plans.

Under the administration of officers of the Board, fellowships have been granted in the past year to assist the plans of the Rockefeller Foundation in the fields of medical science, natural science, and the humanities. Appointments in the medical sciences have been confined primarily to the various branches of medicine that contribute to a knowledge of psychiatry, and to the field of public health, especially the teaching of the latter subject in medical schools. Fellowships in the natural sciences have been awarded primarily in certain fields of biology and geophysics. In the humanities, appointments have been directed toward the preservation and development of American cultural traditions and the im-

provement of international understanding through training in Far Eastern languages. The fellowships are chiefly for work at the post-doctorate level and in some cases are for more than one year. In all instances the aim has been to assist superior individuals whose future service demands a longer period of training than can be secured ordinarily under institutional support.

Thirty-four appointments, including renewals, were made during 1934-35 for work in the three fields of medical science, natural science, and the humanities. To this total should be added the special fellowships for work in general education and in child study that were also administered by the officers of the Board. Three awards were made in general education and twenty in child study.

In the social sciences a different procedure has been followed. In April, 1934, the General Education Board authorized an appropriation of \$100,000 to the Social Science Research Council for an experimental program in two types of fellowships on the pre-doctorate level: (1) field training fellowships which aim to provide a new type of experience for men already in training, and (2) first-year graduate-study fellowships designed to draw into social science careers a higher type of personnel. The Council, which administers these fellowships, has reported twenty-seven awards of the first type and eight of the second. A longer trial period is necessary to test the value of these fellowships, and the Board has therefore authorized a second appropriation of \$100,000 to the Social Science Research Council for additional appointments and for renewals.

No other appropriations for fellowship programs of this character were made by the Board during the past year. Awards under appropriations to the Social Science Research Council are announced regularly in its official publications. Those of the Board are made known from time to time through the bulletins of institutions and organizations served by the recipients in their capacities as teachers and research workers.

IV. SOUTHERN PROGRAM

The Board's activities in the South during the past year have been directed toward coöperation with selected educational institutions and agencies in the qualitative improvement of educational services. Opportunities have arisen also to make contributions toward projects undertaken under former programs of the Board in order to conserve specific values and to bring to completion some projects requiring additional time and continued temporary support.

The limitations and handicaps under which the South labors in its efforts to develop its educational systems and institutions are each year being brought into clearer focus. Notwithstanding the continuing struggle to secure funds sufficient for the operation of public and privately controlled schools and colleges, which struggle of necessity absorbs much of the time of its educational administrators, there is evidence of well-conceived and significant plans to redirect and improve the school offerings and the quality of instruction at all levels. Recognition of the constant changes in a living society has brought about fresh appraisals of school and college instruction. Useful experimentation in progress looks toward the reorganization of subject matter and the selection of new materials. This critical scrutiny of current educational procedure and current curricula is resulting in suggestions for changes in the functions of certain institutions and recommendations for the closing of others; for a different approach to the preparation of teachers and for the retraining of teachers in service; and for adjustment of cur-

ricula to the interests and abilities of children and youth and to recognized social requirements. Though southern educational leaders are adopting ideas from advanced thinkers and other educational specialists of this and other countries, they are thinking through their own educational problems. This attitude holds true for graduate schools, for colleges for both races, for normal schools, and for other training centers. The effects are evident among the teachers of elementary and secondary schools in cities, towns, and rural districts. Both the members of the teaching profession and lay members of society are participating in this concerted attack upon the study of fundamental educational aims and processes, and the functions and services of educational institutions. This adventure in self-study and self-discovery now challenging educational interests in the South constitutes a far-reaching and significant movement.

The general recognition of the inadequacy of educational programs of states and institutions has resulted not only in critical self-examination on the part of individual units, but also in collective and coöperative effort. Regional organizations have brought together school and college administrators on the one hand and subject-matter specialists on the other to consider regional needs in many fields. Experimentation in one state or institution is being watched with interest by representatives of other states and institutions. University and public libraries are playing an increasingly important role in developing interest in the intellectual and cultural resources of the South, and in planning a more eco-

nomical use of these resources under the stress of financial limitations. Scholarly journals are increasing in number and in quality and are stimulating research and production over a wider area and in significant fields. States are appointing commissions, and controlling boards of higher institutions their special committees, to work out plans for concentration upon the support of fewer institutions and a differentiation of their services. Emphasis upon new and sometimes elaborate buildings, which until recent years has absorbed so much of the time and interest of educational administrators, has shifted to the functional aspects of the school plants. There is unmistakable evidence on all sides of the emergence of a larger appreciation of the social, cultural, and intellectual values in education. Thus out of the thinking of groups with a common interest there is developing a clearer understanding of regional needs and a basis for some measure of regional planning.

Among Negro schools and colleges there exists the same questioning attitude toward current offerings and procedures, the same desire to experiment in ways of adapting education to the needs of children and youth, and the same coöperative effort among administrators and instructors. The state agents of Negro schools, coöperating with institutions that prepare teachers and train those already in service in their summer schools, have given particular attention to the small rural school. This is the school home of the majority of Negro children in the South. Supervisors and directors of teacher training have prepared more adequate courses in rural education, and demonstrations in the proper organization and

teaching of rural schools are being given at summer sessions. Colleges and secondary schools are facing squarely the problem of educational and vocational guidance and are striving to meet more adequately the needs of their students. University centers and colleges are working on reorganization of the science and social science courses; and the fine arts—particularly art and dramatics—are receiving much attention. Music continues to hold the place of pre-eminence that it has for so many years enjoyed in Negro schools and colleges.

Increasing interest is manifested among white school authorities and student bodies in the education and welfare of Negro groups. Through interchange of visits, each racial group has had the opportunity to learn more of what the other is doing. Members of white college faculties have made their services available to Negro groups for teaching and for aid in the selection of books and equipment. Speakers of the Negro race appear on occasion on programs at white institutions and participate in occasional conferences at which educational problems relating to both racial groups are discussed. Negro teachers in several states have taken an active part in state programs involving curriculum revision and the improvement of instruction. Interracial conferences are held at some of the South's leading institutions. These conferences result in active and organized efforts to advance and improve public education, health, and general welfare. Students in white colleges are becoming increasingly concerned about the well-being of the Negro group, as they realize that upon sympathetic mutual understanding of the

two larger racial groups in the South depends in large measure the future happiness and prosperity of its citizenship.

COLLEGES AND UNIVERSITIES (WHITE)

The program adopted by the Board on April 13, 1933, provided for aid in the form of grants for a limited number of colleges and universities in the South, to enable them to improve the training of their faculties and to enrich their library and laboratory facilities. Requests for aid under this program represent major interests of the institutions themselves. Following their own studies of their offerings in the light of the needs of the region, an increasing interest has developed in the social studies, and some aspects of the sciences and the humanities have assumed a new significance. The increasing demand for graduate work in the major university centers prompts a closer correlation between college and university. The library has assumed a place of major importance, and more adequate book collections and facilities for larger numbers of students are recognized as imperative needs. Well-trained librarians are required. Staff members are encouraged to undertake advanced studies and to pursue special investigations for the improvement of their teaching. Thus the benefits of fellowships to selected members of faculties and grants for improved library and laboratory facilities have been clearly demonstrated.

During the year grants totaling \$39,666.67 were made to aid the work of certain staff members in the following colleges:

Birmingham-Southern College, Birmingham, Alabama.

Mercer University, Macon, Georgia.
Southwestern College, Memphis, Tennessee.
Hendrix College, Conway, Arkansas.
University of the South, Sewanee, Tennessee.

The following received grants, totaling \$17,400, for the purchase of library books and laboratory equipment:

Baylor University, Waco, Texas.
Hendrix College, Conway, Arkansas.
Mercer University, Macon, Georgia.
Southwestern College, Memphis, Tennessee.

A grant of \$30,000 was made available to Tulane University, New Orleans, Louisiana, to provide for urgent needs of the library, including the purchase of a set of the union card catalogue of the Library of Congress, the employment of temporary cataloguers, and the purchase of books and periodicals in fields of major interest in the institution.

For remodeling, enlarging, and equipping college libraries, grants totaling \$51,000 were made to three institutions, as follows:

Hendrix College, Conway, Arkansas.
University of the South, Sewanee, Tennessee.
Hampden-Sidney College, Hampden-Sidney, Virginia.

Fellowship awards to white persons in this region were made mainly to faculty members or prospective faculty members of selected institutions of higher learning to strengthen their personnel. Seventeen individuals, distributed among twelve institutions, received fellowship grants, seven of which were renewals and two extensions of grants made previously. Of the institutions represented, four are state-

supported. In addition, a fellowship was granted to a staff member of the regional accrediting association for study related to his special work.

Provision has been made by the Board to continue during 1935-36, under a limited program in selected institutions, grants to staff, grants for the improvement of libraries and laboratories, and fellowships.

The following contributions to white universities and colleges in the South were made to enable these institutions to bring to completion projects undertaken under former programs of the Board:

Agnes Scott College, Decatur, Georgia: In 1929 the Board authorized appropriations totaling \$500,000 toward \$1,500,000 to assist Agnes Scott College in carrying out a plan to increase its endowment and to add to its plant facilities. The terms of the Board's pledges required that the supplementary sum of \$1,000,000 be collected by July 1, 1934. Owing to the difficulty of obtaining funds during the past several years, the Board granted the College an extension of time to July 1, 1935, in which to meet the terms of its pledges. Furthermore, the College found it desirable to modify its building program so as to include a library and a science building, estimated to cost \$250,000 and requiring an addition of \$100,000 to the original \$1,500,000 for which the College began its campaign. During the year the Board authorized an appropriation of \$100,000 toward the cost of the library and science buildings, or for endowment if not used for building purposes, on condition that the College succeeded in collecting by July 1, 1935, the remainder of the supplementary sum required under the earlier pledges.

Randolph-Macon Woman's College, Lynchburg, Virginia: A modification of the pledge made in 1929 of funds toward the construction and equipment of a science building resulted in an additional appropriation of

\$25,000. Under this modification, the Board's pledge stands at \$75,000 toward \$150,000 for the purpose named.

The University of Virginia, Charlottesville, Virginia: A grant of \$6,200 was made for the operation of the Mountain Lake Biological Station during the summer of 1935. The Board made available in 1933 funds for the construction of a laboratory building at this station and for maintenance for one year.

PUBLIC EDUCATION

The Board's coöperative program in public education has resulted in grants to state departments of education in the South and to selected institutions maintained by the states or directly concerned with the furtherance of public education in the South.

The grants to state departments of education fall under two heads: (1) emergency grants for the continuation of special divisions in state departments of education; (2) contributions to specific projects, such as curriculum revision looking to improvement in the materials and methods of instruction, and occasionally for experiments designed to reorganize and vitalize instruction. Some grants have been made to continue aid to projects of particular significance inaugurated under the Board's former program.

In announcing its withdrawal from the establishment through temporary support of various special divisions relating to the professional direction of activities in state departments of education, the Board agreed to grant emergency aid for brief periods beyond the termination of original grants to facilitate the permanent state support of such divisions. Emergency aid in small sums amounting in the ag-

gregate to \$17,725 was granted to the state departments of education of Alabama, Georgia, Mississippi, South Carolina, and Texas, in order to extend the work of these administrative divisions where there were prospects for continued state support.

The trained men directing these special divisions have found opportunities for larger service in the intensive study of educational needs of the southern states. Studies in curriculum revision and the improvement of instruction have logically grown out of the work in which many of these directors have been engaged. Aid to curriculum revision projects in new states, and further contributions to states having undertaken such projects prior to 1934, have resulted in five appropriations aggregating \$44,950 distributed as follows:

State Department of Education, Arkansas	\$ 3,250
State Department of Education, Mississippi	5,200
State Department of Education, Georgia	10,500
State Department of Education, Virginia	10,000
University of Texas	16,000

Toward the reorganization of instruction in public institutions, two contributions have been made to the University of North Carolina and one to the Alabama College at Montevallo, Alabama. As an outgrowth of studies looking toward the organization of the course in general social sciences for freshmen, a grant of \$6,000 was made for the purchase of instructional material regarded as essential for the inauguration of the reorganized course in the fall of 1935 at the University of North Carolina. A further grant of \$4,250 to this institution was made for special work relating to curriculum organization during the

summer session of 1935 at the several units of the University working in coöperation with the curriculum revision project of the State Department of Education. At Alabama College, an appropriation of \$3,500 was made toward the expense of operating a demonstration high school in using progressive methods during the 1935 summer term. The Board formerly assisted in a similar demonstration in elementary education, which has been carried on for three years successively and has attracted favorable attention in Alabama and other southern states.

Four projects of particular significance inaugurated under a former program of the Board were granted appropriations for extension of aid over a longer period of years.

In 1928 the Board voted an appropriation to George Peabody College for Teachers of \$35,000 per annum for a period of seven years—July 1, 1929, to June 30, 1936—for the establishment and maintenance of a Division of Surveys and Field Studies. The work of this division was directed by Dr. Frank P. Bachman from the time of its establishment until his death in 1934. Thus far the division has conducted twelve major surveys and six field studies. In addition, members of the division have served in a consultative capacity in connection with numerous educational undertakings, toward some of which the Board has rendered financial assistance. It was understood that toward the end of the period covered by the Board's grant, consideration would be given to a request for the capitalization of this aid. The division has been reorganized and a five-year budget submitted, together with a request from the

College authorities for an appropriation of \$300,000. The Board took favorable action and authorized an appropriation of this amount to be divided as follows: \$250,000 for endowment of the division and \$50,000 which may be used for current expenses over a period of five years dating from January 1, 1935, with the understanding that during this period an effort will be made by the College to raise additional funds to support this division permanently. In view of the new appropriation, annual grants for support were terminated December 31, 1934.

The School of Library Science at George Peabody College for Teachers was established July 1, 1930, with a grant from the Board, and successive annual appropriations have been made for its support. Since its organization, 158 persons have graduated from the school and are now engaged as librarians in universities, teachers' colleges, junior colleges, high schools, and public schools. The institutions in which these graduates have been placed are distributed over practically all of the southern states. Several useful studies have been undertaken and reported in pamphlets bearing on school library service. An appropriation of \$32,000 toward the support of the School of Library Science was made available for a two-year period beginning July 1, 1935.

A library school was established at the College of William and Mary with aid from the Board for a four-year period beginning July 1, 1931. The grant was made in response to a demand in the South for trained teacher-librarians in the public schools. An appropriation of \$6,500 was made toward the maintenance of this school for two additional years.

The San José Experimental School in New Mexico was established in 1930 for use as a demonstration and training center to provide for the special needs in public education of the Spanish-American children in that state. Through the coöperation of the University of New Mexico and the State Department of Education, constructive work has been done not only in the pre-service training of teachers, but in training teachers now employed in the rural schools of that state. The school is concerned not alone with the bilingual problem, but also with training in modern educational methods and with the development of the arts and crafts of the native Spanish-American people. The Board's appropriation for the first five-year period was \$12,000 a year. In order to bring the experiment to completion and assist in setting a definite standard for the education of children in similar sections throughout the Southwest, an appropriation of \$27,000 toward the continued support of the program at the San José Experimental School was made for the three-year period beginning September 1, 1935.

The Board has continued to give fellowships to advance state plans for educational improvement in the southern states. Seven awards were made in 1934-35 to persons associated in an administrative or supervisory capacity with public school activities or with teacher-training institutions. Provision has been made to continue such assistance on the same limited scale during 1935-36.

NEGRO EDUCATION

Specific trends and tendencies in Negro education have developed in recent years. These are evident at

all levels. In higher education, the southern states have strengthened their state colleges and so have enlarged the opportunities for service to rural and urban groups through more adequate training in agriculture and in the mechanical arts. Among the private colleges, certain urban centers have emerged as of special importance. New interests and activities have developed in many places. Higher institutions are seeking fields of special function and striving to adapt their programs to regional needs. Divisions of Negro education in state departments of education increasingly coöperate with schools on the elementary, secondary, and college level, and are concerned particularly with the training of teachers for schools of all types.

Major Centers of Education. Developments in Atlanta point to a closely coördinated group of higher institutions working in harmony but retaining their autonomy. Atlanta University is taking the lead in bringing five higher institutions in Atlanta into this closer relationship. The deans of the several colleges have worked out plans providing that each institution shall profit by the intellectual and material resources of the others. The colleges work quite independently of one another with students in the first two college years, but coöperate through an interchange of services on the senior college level. Five of the six institutions of higher education in Atlanta are now enjoying the advantages of contiguous location, giving to all students opportunity to share in the common library and other cultural advantages. During the past year the Board has assisted in efforts to secure additional land for future developments.

Atlanta University is in position to pioneer in new types of educational service. A small appropriation enabled the institution to employ for two semesters an able Negro poet and critic to teach and to collect important writings by Negroes. In similar manner impetus was given to the development of the dramatic arts through provision for the salary of a competent instructor.¹ The summer school in Atlanta University is becoming a gathering place for Negro teachers who wish to engage in graduate study, and a contribution was made to enable the institution to offer suitable courses for high school principals and to grant scholarships to bring some of these principals from a distance. The requirements of advanced work in science necessitated additional laboratory equipment which was provided by a grant from the Board. The total of the Board's grants to Atlanta University during the year covered by this report was \$17,650.

Spelman College and Morehouse College, affiliated with Atlanta University, desire naturally to maintain the highest possible standards in living conditions as well as in scholarship. Repairs and refurnishing of dormitories and other buildings were undertaken. Spelman desired also to make additions to its program of work in cultural subjects. For these purposes some assistance was given these institutions, \$8,694 to Spelman College and \$33,750 to Morehouse College.

Among the coöperating institutions in Atlanta, the Atlanta School of Social Work, the only Negro school of social work in the South now doing work on a

¹ Reported in annual report of the Board for 1933-34, p. 39.

graduate level, received \$10,000 toward current expenses for the next session. Morris Brown College received \$2,000 for books and \$2,000 for science equipment, and Clark University \$2,000 for books, these appropriations to be used in supplying instructional material at the level of the first two years of college work.

At Fisk University, Nashville, Tennessee, the need arose for land for an extension of the campus. The new lots adjoin the property on which the government housing project in Nashville is located. Future buildings may be located on this extension, but it is proposed in the near future to make of the land a health and recreation center for students of Fisk University and Meharry Medical College. Fisk hopes to raise during the next two years additional endowment funds which will be needed to stabilize the present educational program. Pending the completion of the proposed campaign, added funds are required at this important center and an appropriation for teaching and research was made for next session. The total appropriations for Fisk University were \$275,000.

A rapidly developing center of importance in Negro education is New Orleans, Louisiana. During the year, buildings were completed that will enable Dillard University to open in the fall of 1935. The institution received grants aggregating \$15,100 partly for the administrative expenses of the University during the year beginning October 1, 1934, and partly to cover the cost of the clinical teaching service at the Flint-Goodridge Hospital of Dillard University. Another significant higher institution for Negroes in New Orleans is Xavier University, which is the only

higher institution for Negroes operated by the Roman Catholic Church. An appropriation of \$53,000 was made to this institution to provide one-half the cost of a library building.

Memphis, Tennessee, also is a center of particular importance because of the large Negro population in that city and in the surrounding territory. LeMoyne College, located there, is making noteworthy progress as a higher institution for Negroes. An appropriation of \$75,000 toward \$120,000 for permanent improvements was made to this institution.

Tuskegee Institute and Hampton Institute continue to hold their place as institutions emphasizing industrial and agricultural education at higher levels of training. Tuskegee Institute has adopted a program looking toward the improvement of its offerings in rural and agricultural education, in industrial education, and in research. Appropriations totaling \$52,550 were made to assist Tuskegee in inaugurating this program.

Two other Negro institutions have had added assistance on well-defined plans of development. One of these is Lincoln University, in Pennsylvania. A grant of \$50,000 for repairs and additions to the plant was made by the Board. Another that has moved steadily forward in recent years is the Louisville Municipal College at Louisville, Kentucky, a branch of the University of Louisville. An appropriation of \$19,075 was made for this institution to assist in remodeling a building recently acquired as an addition to the present school plant.

Library and Laboratory Equipment for Negro Colleges. During the period of depression, the higher institutions for Negroes have found difficulty in

securing adequate funds for operation. The limited resources of these institutions during this period have been applied almost exclusively toward the payment of salaries of teachers, generally on a reduced scale. The libraries have suffered from lack of funds to maintain a proper book supply, and the laboratories have found it difficult to replace equipment or to purchase new equipment. Among the private schools, a total appropriation of \$27,800 was made for this purpose to these institutions:

Virginia Union University, Richmond, Virginia
St. Augustine's College, Raleigh, North Carolina
Bennett College for Women, Greensboro, North Carolina
Paine College, Augusta, Georgia

College library buildings and the amount of space provided for books and for readers at some of the higher institutions, as planned several years ago, are found inadequate to-day. The library is playing an increasingly important part in modern education. The remodeling of present buildings sometimes achieves this purpose. Appropriations of this character totaling \$12,775 were made for two institutions: Wiley College, Marshall, Texas, and Texas College, Tyler, Texas.

A few schools primarily emphasizing industrial education on the secondary level have always been recognized as of particular significance in the southern region. Appropriations aggregating \$14,100 were made for improvements at two of these schools: St. Paul's Normal and Industrial School, Lawrenceville, Virginia, and Penn Normal, Industrial and Agricultural School, St. Helena Island, South Carolina.

State Agricultural and Mechanical Colleges. In 1931, Provost A. R. Mann of Cornell University visited some of the Negro land-grant colleges and submitted a report of his findings. He found the tide definitely set toward a growing public support of Negro education in the higher as well as in the lower categories. While none of the institutions had then acquired all of the buildings it could appropriately use, he felt that in the main the plants immediately needed seemed reasonably assured. He stated that the most pressing needs of the institutions visited were for equipment, apparatus, and supplies for the science and applied science laboratories; for a strengthening of the libraries; and for the improvement of the teaching personnel. The state agricultural and mechanical colleges have been in approximately the same position as the private colleges with respect to the inadequacy of funds for books and equipment. Along with equipment for the agricultural and science laboratories, the need in some of them was for equipment for teaching the mechanical industries. Appropriations totaling \$80,850 were made for these purposes to the following state colleges:

Alabama State Agricultural and Mechanical College,
Normal, Alabama

Florida Agricultural and Mechanical College, Tallahassee, Florida

Virginia State College for Negroes, Petersburg, Virginia

Prairie View State Normal and Industrial College,
Prairie View, Texas

Kentucky State Industrial College, Frankfort, Kentucky

South Carolina State Agricultural and Mechanical College, Orangeburg, South Carolina

State Agricultural, Mechanical, and Normal College,
Pine Bluff, Arkansas

Southern University, Baton Rouge, Louisiana
Alcorn Agricultural and Mechanical College, Alcorn,
Mississippi
Agricultural and Technical College, Greensboro, North
Carolina
West Virginia State College, Institute, West Virginia

A grant of \$2,250 was made for repairs at the Louisiana State Normal and Industrial School for Negroes, Grambling, Louisiana.

Negro Public Education. The general direction of the program for Negro schools in the southern states is in the hands of the state agents of schools for Negroes. State superintendents of education rely largely on their suggestions and advice for devising plans for improving these schools. County and city superintendents look to them for help in the selection of teachers for strategic positions and confer with them about administrative changes and other improvements in the Negro school system. During the past two decades, these agents have played an important part in developing interest in these schools. In five of the states with a relatively small Negro population, one agent in the state department of education directs this work. In nine of the states the agent has one or more assistants. While the state agents are white men to represent Negro education in councils and gatherings of school officials, and most of the assistants are also white men, four of the states have added colored persons to their staffs. An appropriation of \$127,890 was made by the Board to provide for the salaries and traveling expenses of the state agents and their assistants. One of the states pays from state funds the salary of a white assistant, and two pay the salaries of Negro assistants.

Under the direction of the state agents, the south-

ern states have adopted programs for the in-service training of Negro teachers in rural schools. This training has been carried on in summer schools through the use of specially prepared courses and demonstration schools. In the development of this movement, need has arisen for specially adapted professional courses and for subject-matter courses dealing primarily with phases of rural life. Through conferences of directors of teacher training, state school supervisors and others, and through various types of experimentation, plans have been evolved and courses produced looking to improvement in the preparation of teachers for rural service. Through a better type of administrative organization and more vitalized teaching, it is believed that even the small rural school can render far more effective service than it has rendered in the past. For the purpose of assisting in the development of plans for in-service training of rural teachers, for the provision of essential materials, and for the employment of qualified personnel to offer suitable courses for rural supervisors and teachers, the Board made available the sum of \$11,350.

The program of the John F. Slater Fund includes assistance in the development of county training schools and high schools for Negroes, and assistance in the form of supplementing the salaries of well-qualified teachers in selected Negro colleges. To help the John F. Slater Fund in carrying out this program, the Board made available the sum of \$60,000 over a two-year period beginning July 1, 1935.

From the principal of the Anna T. Jeanes Fund held by the Board, appropriations aggregating \$50,000 were made to the states of Alabama, Georgia,

Louisiana, Mississippi, North Carolina, South Carolina, Texas, and Virginia to be used for the salaries of Jeanes supervising industrial teachers during the fiscal year beginning July 1, 1934.

Out of the income of the Anna T. Jeanes Fund held by the Board, assistance to Negro rural school projects is provided annually through Hampton Institute and Tuskegee Institute. To Hampton Institute the sum of \$1,750 for work during the fiscal year beginning July 1, 1935, was appropriated. To Tuskegee Institute was appropriated a total of \$6,515 for disbursements to Negro rural schools for the sessions 1933-34 and 1934-35.

Other Appropriations for Negro Education. The Southern Association of Colleges and Secondary Schools has, through a Committee on Approval of Negro Schools, rendered conspicuous service in raising the standards of Negro colleges and pointing out their needs. The institutions that have received a favorable report by the Committee have formed an organization for individual study and self-development. The Committee supplies an executive agent who visits the institutions and makes studies to contribute a more efficient program in the colleges and secondary schools. The new organization of Negro institutions has voted to charge all members the regular fees of white schools in the Southern Association. There is prospect, therefore, that by January 1, 1938, expenses involved in visiting the Negro colleges will be met from funds accruing from these fees. An appropriation of \$11,000 was made toward the budget of the Committee on Approval of Negro Schools for the period expiring December 31, 1937.

Duke University and the University of North

Carolina have undertaken a coöperative plan of interracial interpretation looking toward the improvement of race relations in the South. These institutions have jointly provided one-half the cost of this work in education and race relations for a period of fourteen months ending June 30, 1936. The Board appropriated the sum of \$2,565 toward support of the plan. The work is under the direction of Mr. N. C. Newbold, State Agent of Negro Schools in North Carolina, under a coöperative arrangement between these institutions and the State Department of Education of North Carolina.

An appropriation of \$2,836 was made to the Museum of Modern Art in New York City for the preparation and circulation among significant Negro colleges of sets of photographs of the African Negro Art Exhibit.

An appropriation of \$2,300 was made for the publication of Professor Charles S. Johnson's report on Negro college graduates. This report will be issued by the University of North Carolina Press and a limited number of copies will be distributed by the Board.

Medical Education. The improvement of medical education for Negroes is a continuing interest to the Board. A grant of \$130,000 was made to Meharry Medical College at Nashville, Tennessee, toward the budget for operating expenses for the fiscal year beginning July 1, 1935. This is the only major item of this nature in the record of the current year.

The Medical College of Virginia at Richmond has held annually at St. Philip Hospital summer post-graduate clinics for Negro physicians. An appropria-

tion of \$1,200 was made to help defray the expenses of this clinic during the summer of 1935.

Fellowships. Fellowship awards were made to thirty-seven Negroes on the faculties of twenty privately supported institutions. Three of these were renewals; six were for short terms not exceeding three months. Among these fellowships were one in art, one in the dramatic arts, and two in music. Seventeen persons on the faculties of thirteen public institutions, and an agricultural supervisor associated with a state department of education also received fellowship grants. Three of these were for short terms and one an extension. The Board has made available funds to continue during 1935-36 fellowship aid to Negroes engaged in educational work in the South.

V. ITEMS UNDER FORMER PROGRAMS AND EMERGENCY GRANTS

Two classes of items in the record of the year are outside the present stated fields of Board activity. In one group are the grants for maintaining projects under former programs that have not realized their objectives usually because funds anticipated from other sources could not be secured to complete a demonstration or to bring continuing local maintenance behind an important educational service. Several other items fall within a classification equally out of program, being those of emergency character. Grants of this nature are for purposes of such importance that urgency of need has led the Board to exceptional action.

Former Programs. Two of the grants for work under former programs relate to general standards of financial and educational services in colleges and universities. As a help to these institutions, the Board has supported for several years the National Committee on Standard Reports for Institutions of Higher Education. This committee has given five years to its study of the financial and budgetary systems used by American colleges and universities, with frequent conferences to define its aims or to formulate interim reports for general distribution. During the past year the Committee has consolidated the results of its studies in a final report that has been distributed to 1,300 institutions. Of that number over two hundred have adopted the uniform plan of accounting recommended by the report. Its forms are also used in questionnaires by federal and state authorities.

In many respects the Committee has completed its program, but constant inquiry from financial officers regarding details of accounting practice proves that the report alone cannot create uniform procedures. The American Council on Education was suggested as a suitable agency to serve this need by providing an adviser and small office staff to deal with financial questions raised by organizations and institutions mostly within its membership. The Board made a grant to the Council for this service during the coming year of \$10,000. A \$3,250 grant had been made to the National Committee earlier in the year for final conferences and drafting of the report. The advisory function of the Council is to be with respect to specific questions in college and university finance, chiefly through correspondence from its office in Washington. Essentially its aim will be to create and to establish a national understanding of the Committee report by showing its application and advantages in all accounting procedures of educational institutions.

The educational project under a former program to have supplementary assistance is the Stanford University plan of individual, or independent, study. This inter-departmental plan, to give to undergraduates a well-directed and personally adapted college experience, was started in 1930 with partial support from the Board. For five years the work has progressed under the care of a special staff. The number of students at Stanford University following the individual study program throughout four years and in preparation for their comprehensive examinations has increased annually. Sufficient testimony has come back from graduates to prove the usefulness of a

balanced routine in which faculty guidance and student freedom of action are interrelated for the benefit of individual needs and interests. The grant of \$15,000 made to Stanford University is to be used for added staff and for preparation of a final report on the demonstration. This will serve as a supplement to provision in the general budget for the independent study plan, which is now sustained by the University.

In the field of medicine, the Board similarly carried forward with special grants three projects that had not attained the status expected at the time of the original appropriations. The first of these is the Sub-department of Tropical Medicine at Columbia University, established in 1928 through Board aid and one of four such services maintained by American universities. Research, teaching, and public service comprise the work of this sub-department, while its immediate availability at the port of New York to travelers returning ill from tropical climates, and to natives of tropical regions now resident in New York is a valuable asset and a protection to the entire country. The Board grant of \$12,000, made during the year, will carry part of the cost of the services in Columbia University in the field of tropical medicine until June 30, 1938.

The record of assistance to the program of Tulane University in medicine is of longer duration, the first grant of the Board having been made in 1920. A total of nearly three million dollars has been contributed to this school for buildings, equipment, and general support for the departments of surgery and medicine. As its final contribution to current expenses of the teaching services in the School of Medicine, the

Board has now appropriated \$75,000, to be available in equal annual amounts until October 31, 1938.

In reviewing the development at Vanderbilt University for improved medical education in the central region of the southern states, the Board has found a greater amount of basic support essential to the stabilizing of a project within its former program in medicine. This development has gone forward over a considerable period. The Board has contributed throughout that time to the plans of the University for serving a large sector of the southern area. In 1929, the Board added five and a half million dollars to its previous gifts to Vanderbilt for its medical school, in the belief that the University would thereafter be able to attain further stages of development and to carry current expenses through the help of others. The depression and other causes have made it impossible for the University to secure the funds for needed facilities or to add services required by clinical methods of training for general practitioners.

The facilities most needed were in the clinical branches of obstetrics, gynecology, pediatrics, and, in some measure, psychiatry. Added facilities in these subjects will relieve the previous demands upon medical and surgical beds and thus strengthen the teaching in the latter subjects. The effectiveness of this medical school in preparing both doctors and nurses for public health work is markedly favored by the better opportunities for instruction in maternal and child health and in psychiatry. Additional endowment must be secured by the University before the School will have a secure position and adequate maintenance.

Toward these objectives, the Board made during this year an appropriation of \$2,500,000. Of the amount provided under the grant, not less than \$1,500,000 shall be for endowment and not more than \$1,000,000 for buildings and equipment. In June, 1935, when the building plans were fairly under way, it was expected that construction of additional hospital units would leave unexpended some portion of the latter amount, which would be added to endowment. The University intends immediately to seek additional funds for carrying out its program in other respects than those advanced by means of successive grants of the Board.

No other appropriations made during 1934-35 were for the purpose of completing projects under former programs, but three were as allocations from funds set aside for continuing the yearly support of the Board to long-term projects in physical science and in the humanities. The publications of the Oriental Institute of the University of Chicago were estimated as requiring \$75,000 within the year, and of that amount as allocated by the Board approximately \$50,000 was expended. The other two allocations were both to meet expected expenditures on the 200-inch reflecting telescope of the California Institute of Technology.

The telescope project was supported in its initial stages by the International Education Board. It has been continued under aid from the General Education Board since April, 1932. The sums made available for the year 1934-35 amounted to \$238,347.33, making a total of over a million dollars thus far required for the various phases of the entire project.

The signal accomplishment of the past year is the successful casting of the 200-inch disc by the Corning Glass Works of Corning, New York. The second major problem now to be met is the final design and erection of the supporting structure for the telescope. Under the direction of the Observatory Council a one-tenth scale model is to be constructed for rigorous testing of materials and designs, this stage to be followed by manufacture and assembly of the structural parts for handling the lenses.

Emergency Grants. Emergency grants are occasionally made by the Board to meet unexpected circumstances affecting projects that it is supporting. The few appropriations of that nature during 1934–35 are noted elsewhere in the report. During 1933–34 the Board recognized another kind of emergency, caused by the educational plans of the federal government. Significant opportunities appeared for independent educational agencies to give professional assistance to government projects, and the Board thereupon granted them immediate temporary support. Stipulations regarding such appropriations were that the services to be rendered should be of national significance and of a character not then qualifying them for federal support. Ordinarily this second factor was due to a failure of federal appropriations to provide for planning, training of personnel, and expert supervision. Relatively small sums provided by the Board had a value altogether out of proportion to their size, for the resulting coöperation of independent educational agencies with federal authorities gave effective direction for large expenditures under government appropriations. Again during the year

1934-35 the Board has given assistance for these purposes, making a total of \$419,225 so appropriated by the end of the fiscal year 1934-35. Of this total, \$222,500 was assigned during the past twelve months to projects described in the following paragraphs.

Several of these planning services to be financed in whole or in part by the Board were drafted by the American Council on Education for coöperative administration by its staff and certain officers of government departments. In performing this function the Council was performing the kind of service that caused its organization at the time of the World War as a planning body for nationally significant activities in education. The value of the Council in such matters is due to the representative character of its membership and the consequent ability of its committees to provide responsible, independent leadership.

Under a grant from the Board the Council coöperated with the Office of Education during 1934-35 in holding a series of conferences that gave a sound basis for work in several directions. Seven nationally representative meetings dealt with contemporary needs of youth, the education of mentally retarded and exceptional children, the teaching of industrial arts, the organization of administrative units, uniform recording of statistical data, and the education of special groups within the total population. The effective work of the specialists who volunteered to participate in these conferences produced results that could not have been given the government in any other manner. The Board saw such value in this type of assistance to the emergency education program that it made a second grant of \$10,000 to the Council for continuing coöper-

ation with the Office of Education in a series of national conferences to be held during 1935-36.

The Council also developed specific projects recommended in the course of these conferences and assisted in the administration of funds granted by the Board for their operation. One of these was the investigation conducted by the Committee on Youth Problems of the Office of Education. A study was made of the conditions facing American youth in fifty representative communities, of the local organizations competent to participate in a national plan, and of the funds necessary to make such a plan effective. The sum of \$10,000 was first appropriated for a headquarters staff, and later an additional \$20,000 to meet the costs of field studies and of an analysis of the reports. The conclusions are being presented by the Office of Education in bulletins that will be useful to local and national organizations in all sections of the country and also to federal departments concerned with the care and education of youth.

In two instances the Board assisted the Council in its plans for supplying new materials for work in adult education. The first was by action to give effect to a grant of the preceding year in behalf of the Civilian Conservation Corps. When use of the materials as originally proposed proved to be impracticable, at the request of the Council the materials for this series of pamphlets, prepared under direction of the Office of Education and of the Council, was assigned to the University of Chicago Press for final editing and distribution. The series thus becomes available to all groups of adult learners and to individuals. Another project concerned with production of materials for

adult education was that of the American Association for Adult Education, first supported in 1933-34 and again in 1934-35 by a second grant for \$7,500. During the first year the Association used this fund for a widespread distribution of bulletins and reprints and of the following books: *The American Way*, by John W. Studebaker, Commissioner of Education; *Books of Interest for Today's Readers*, by Doris Hoit; and a *Manual for Teachers of Adult Elementary Students*, by W. S. Gray and others. The Association is now preparing a series of more advanced bulletins for the use of teachers of adult groups and a study of the educational program of the Civilian Conservation Corps. Through both of these projects for producing fresh study materials in pamphlet form the Council on Education has contributed to a new phase of adult education in the United States and in some degree has determined the direction of future work in this field.

Two independent organizations giving their full support to the emergency education program of the government were enabled to continue work initiated during the preceding year under grants from the Board. One of these was the Affiliated Schools for Workers. This organization had given the services of its staff to the Federal Emergency Relief Administration and had led the way in preparing teachers for the education of women in industry. Eleven experimental centers in different parts of the country were first set up for the recruiting and training of teachers, and three demonstration schools were conducted during the summer of 1934 by this organization under government sponsorship. Results from this first year

were the appointment of state supervisors of workers' education in sixteen states, the production of new teaching materials, and extensive research by field investigators. To advance the work in all these directions, the Board duplicated its appropriation of 1933-34, granting the Affiliated Schools the sum of \$28,000 for central support and for its other services during the year.

The other independent organization to have further aid was the Workers Education Bureau of America. This bureau had maintained plans for the education of workers over a considerable period before the present opportunities appeared and consequently was ready to give valuable support to plans of the Federal Emergency Relief Administration and to the government departments having responsibility for separate parts of the emergency education program. The Workers Education Bureau strengthened its program during 1933-34, through the fund provided by the Board, by appointing four regional directors to serve under a director-at-large and by establishing an institute in each of the forty-eight states for the training of personnel. Publication was included in the program. These expanded plans were put into effect under a grant of \$27,000. Toward the work of the year beginning February 1, 1935, the Board appropriated \$27,000, with the provision that nearly one-half of this amount was to be used in an appraisal of the program, for publication of new materials of instruction, and for a full report on the two years of operation. In both cases, the services rendered by the independent organization were not of a nature to qualify for appropriations under the federal program.

The same condition existed in the Department of Agriculture with reference to a plan of the Resettlement Administration that was of great interest to the National Council of Parent Education. It was clear that the subsistence homestead and rural rehabilitation plans had great significance for the welfare of children. The Council therefore sought financial assistance in order that it might accept the invitation of the Department of Agriculture to coöperate in its program for the re-establishment of American families in new urban and rural environments. Two grants sought by the Council were for planning and supervision. By a grant of \$3,500 the Board provided for a conference in which the Council formulated the general requirements of family life to be considered in the new housing projects and in the training of managers for the completed units. A second grant, amounting to \$8,000, gave the Extension Service of the Department of Agriculture a specialist in parent education as an adviser to its field workers. These aids toward initial planning and supervision were incidental to the active services of the Council that have been maintained by larger appropriations over the two-year period now ending.

Acting in coöperation with state and federal authorities, the National Council of Parent Education began in 1933 to promote the establishment of nursery schools in all parts of the United States. The plan was supported by one of the first grants of the Board under its emergency educational program. This was made in December, 1933. By June, 1935, the total appropriated for this national extension of nursery school training amounted to \$46,000, the final grant of the year 1934-35 being for \$5,000. The success of

the federal program in this new area of publicly supported education is largely due to the work of the National Advisory Committee sponsored by the Council. In the spring of 1934 over 2,000 nursery schools were caring for approximately 40,000 children, and plans for extending this development were actively going forward. It is expected that the nursery school will have a place in the educational programs of the government that are attached to plans for rural rehabilitation, subsistence homesteading, and housing, with the entire expense of administration and operation on federal or state budgets.

Underlying these grants to the National Council of Parent Education for specific purposes are those made by the Board for advancement of the general program in various states. Thirty-five states now have supervisors of parent education, on full or part time, giving help to local and regional organizations. Through their efforts the work supported by relief funds is becoming a part of the normal educational routine of American communities and is securing financial support locally. The first grant of the Board toward this national program of the Council, made in December, 1933, was for \$30,000; during 1934-35, two further grants amounting to \$33,500 are expected to carry the work until fully supported by other means.

In New York State, the Board has made an exception to the principle of national distribution of the services sustained in its emergency education program. The exception, however, is more apparent than real, inasmuch as the agencies for adult education in New York City receiving grants are nationally important for their demonstrations of method.

One of these organizations, the Welfare Council of New York City, is to conduct an intensive survey of the needs of unemployed youth that will bear directly upon the special committee in the Office of Education for a nation-wide review of conditions. The evidence gathered in a metropolitan center will apply in similar areas of population, not only in regard to typical needs but on productive methods for meeting them. In the spring of 1935 it was known that approximately one-half of the age group between sixteen and nineteen years and one-third of the group between twenty and twenty-four were out of work. The New York investigation is to define the most useful community procedures for meeting such emergencies through recreation, adult education, vocational training, and vocational guidance. The final reports will be prepared for general distribution. This project received support from the Board to the amount of \$10,000, which is approximately one-seventh of the total cost.

Another organization in New York City, the Adult Education Council, is a clearing house for such information as will be secured through the project of the Welfare Council. Its files carry data on all relief and educational agencies in the metropolitan area, and the staff annually handles many thousand specific inquiries. Its publications reach a still greater number. Its support has come through individual memberships and grants from foundations, but a directed program to spread the cost of operations over a much larger membership group is to be set in motion during this next year. The grant of \$10,000 from the Board was made toward the general budget for

maintenance of general services and the promotion of the campaign for members.

In outline the third project within New York City having Board aid under its emergency program shows the probable pattern of metropolitan work in the field of adult education on a long-term basis. State, municipal, and university authorities are united in a program that is carried on federal and state relief funds. Whatever may be the future support from such sources, there has been developed a coöperative relationship that gives improved quality of instruction at a minimum overhead cost for housing and administration. New York University was designated as a training center and the city Board of Education accepted responsibility for general administration of plans approved by state relief authorities. Training of teachers and supervisors, however, called for expenditures that were not available under budgets of these coöperating organizations. The grant of \$50,000 made to New York University is expected to meet these demands until December 31, 1935, and to bring to general attention acceptable methods for training supervisors and teachers to maintain an effective program in adult education.

TREASURER'S REPORT
1934-1935

TREASURER'S REPORT

1934-1935

September 5, 1935

*To the President and Members
of the General Education Board:*

I beg to present a report of the financial operations of the General Education Board for the year ended June 30, 1935. The following table summarizes the situation with respect to income, disbursements and appropriations:

Undisbursed income on hand, June 30, 1934 (against which there were appropriations amounting to \$8,202,675.97 outstanding but not yet due).....	\$11,334,932.44
Income and refunds received during the year ended June 30, 1935 (including the sum of \$142.85 on account of income from the Estate of Lucy M. Spelman).....	2,525,124.35
Total amount available for disbursement.....	\$13,860,056.79
Disbursements on account of appropriations.....	3,599,441.30
Undisbursed income on hand, June 30, 1935.....	\$10,260,615.49

Unpaid appropriations as of June 30, 1935.	\$8,787,435.99	
Amount referred to Executive Committee for appropriation.	446,273.31	9,233,709.30
	<hr/>	<hr/>
Excess of income over appropriations on June 30, 1935.....		<u>\$ 1,026,906.19</u>

In addition to disbursements from income, payments aggregating \$499,729.20 were made on account of principal appropriations, leaving unpaid appropriations from principal fund amounting to \$11,597,952.21.

The sum of \$4,994,150.03 was appropriated from income, but prior years' appropriations amounting to \$741,673.71 were lapsed, leaving a net increase in appropriations from income of \$4,252,476.32. Appropriations from Principal Fund amounted to \$2,500,000. However, there were lapses and refunds of \$1,250,000 and \$470, respectively, resulting in a decrease in this fund from \$45,664,670.50 to \$44,415,140.50, or a net decrease of \$1,249,530.

The sum of \$50,000 was appropriated from the principal of the Anna T. Jeanes Fund, thereby reducing this fund from \$157,744.16 to \$107,744.16. There were no unpaid appropriations outstanding at June 30, 1935.

The balance available for appropriation from the Anna T. Jeanes Income Fund was reduced from \$6,007.77 to \$2,854.77, a net reduction of \$3,153.

There was appropriated during the year the sum of \$8,265, while income and refunds amounted to \$3,900.33 and \$1,211.67 respectively, or a total of \$5,112, which accounts for the reduction.

Since the close of the fiscal year the accounts of the Auditor, the accounts of the Treasurer, and the securities owned by the Corporation have been examined by Messrs. Scovell, Wellington & Company, Accountants-Engineers, who have rendered a report to the President. Their certificate of audit is reproduced on the final page of this report.

The financial operations of the Board are set forth in detail in the following statements:

Balance Sheet	Pages 76-77
Statement of Receipts and Disbursements of Income	Pages 78-80
Summary of Appropriations, Authorizations, and Payments from Income	Page 80
Statement of Principal Fund	Page 81
Statement of Appropriations from Principal Fund	Page 82
Statement of Anna T. Jeanes Fund	Page 83
Statement of Appropriations from Anna T. Jeanes Fund	Page 83
Statement of Appropriations and Payments	Pages 84-87
Statement of Appropriations Voted During the Year Ended June 30, 1935	Pages 88-89
Schedule of Securities on June 30, 1935	Pages 90-98

Respectfully submitted,

L. M. DASHIELL

Treasurer

ANNUAL REPORT

BALANCE SHEET—JUNE 30, 1935

ASSETS	FUNDS, INCOME AND OBLIGATIONS
I. <i>Investments:</i>	I. <i>Funds:</i>
Principal Fund:	Principal Fund...
Securities	Unpaid approp-
(Ledger val-	riations from
uation)....	Principal Fund
Less amount	
carried to	
Income Ac-	
counts As-	
sets (see be-	
low).....	
4,961,906.89	\$56,013,092.71
Anna T. Jeanes Fund:	Anna T. Jeanes Fund:
Securities	Unappropri-
(Ledger val-	ated balance.. \$ 107,744.16
uation)....	
Cash on de-	107,744.16
posit.....	
8,260.00	
107,744.16	\$56,120,836.87
\$56,120,836.87	

TREASURER'S REPORT

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II. *Income Accounts Assets:*

Securities (Ledger valuation)	\$ 4,961,906.89
Chase National Bank Certificates of Deposit:	
Due December 10, 1935....	1,000,000.00
Due March 2, 1936.....	1,500,000.00
Due April 15, 1936.....	1,000,000.00
Cash on deposit.	1,367,719.04
	<u>\$ 9,829,625.93</u>

Advances and deferred charges under appropriations and sundry accounts receivable.....

435,900.40 \$10,265,526.33

Anna T. Jeanes Fund:
Cash on deposit.....

5,304.77

\$10,270,831.10

Grand Total.....

\$66,391,667.97

II. *Income Accounts:*

Unpaid appropriations.....	\$8,787,435.99
Amount referred to Executive Committee for appropriation.....	446,273.31
	<u>\$ 9,233,709.30</u>
Unappropriated income.....	1,026,906.19
Accounts payable.....	4,910.84

Anna T. Jeanes Fund:

Unappropriated balance \$ 2,854.77

Unpaid appropriations. 2,450.00

5,304.77

Grand Total.....

\$10,270,831.10
\$66,391,667.97

STATEMENT OF RECEIPTS AND DISBURSEMENTS OF INCOME

RECEIPTS	
Balance, June 30, 1934.....	\$11,334,932.44
Refunds on account of payments made in previous years.....	71,561.84
Income received during the year July 1, 1934 to June 30, 1935 (including the sum of \$142.85 received on February 5th from the Estate of Lucy M. Spelman).....	<u>2,453,562.51</u>
	\$13,860,056.79
DISBURSEMENTS	
Payments on account of appropriations:	
<i>Whites:</i>	
Colleges of Liberal Arts:	
General Endowment, Buildings, and Other Purposes.....	\$328,988.23
Science of Education:	
Schools of Education.....	\$353,426.90
Special Projects.....	<u>261,149.14</u>
614,576.04	
Natural Sciences.....	12,931.56
Medical Sciences:	
Schools of Medicine.....	\$248,000.00
Special Projects.....	<u>16,156.15</u>
264,156.15	
Humanities.....	150,232.41
Public Education:	
Fellowships.....	\$ 43,402.14
Special Divisions in State Departments of Education.....	168,881.13
Teacher Training.....	33,262.14
Library Training.....	34,050.00
Studies.....	24,172.36
Other Purposes.....	<u>7,000.00</u>
310,767.77	
Miscellaneous.....	161,951.70
General Education.....	172,529.55
Child Growth and Development.....	160,586.89
Training of Personnel for the Advancement of Knowledge.....	<u>109,680.53</u>
	\$ 2,286,400.83
AMOUNTS FORWARDED.....	<u>\$ 2,286,400.83</u>
	\$13,860,056.79

TREASURER'S REPORT

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STATEMENT OF RECEIPTS AND DISBURSEMENTS OF INCOME (Continued)

DISBURSEMENTS (Continued)		
AMOUNTS BROUGHT FORWARD.....		\$ 2,286,400.83
Payments on account of appropriations (Continued)		\$13,860,056.79
<i>Negroes:</i>		
Colleges and Schools:		
General Endowment, Buildings and Other Purposes.....	\$515,449.85	
Social Sciences.....	12,500.00	
Medical Sciences:		
Schools of Medicine.....	\$167,476.34	
Special Projects.....	<u>7,067.94</u>	174,544.28
Public Education:		
Summer Schools.....	\$ 3,889.53	
Anna T. Jeanes Foundation.....	32,500.00	
John F. Slater Fund.....	37,500.00	
Rural School Agents.....	128,585.43	
Fellowships.....	66,229.12	
Special Divisions in State Departments of Education.....	1,500.00	
Other Purposes.....	<u>5,372.52</u>	275,576.60
Miscellaneous.....		<u>4,994.54</u>
Surveys and Studies.....		983,065.27
Miscellaneous Projects.....		19,839.23
Administration:		5,384.22
Home Office.....	\$253,099.31	
Treasurer's Office.....	11,179.27	
Richmond, Virginia, Office.....	27,320.56	
Baton Rouge, Louisiana, Office.....	<u>13,152.66</u>	304,751.75
Income on hand June 30, 1935, accounted for in securities and cash.....		<u>\$10,260,615.49</u>

STATEMENT OF RECEIPTS AND DISBURSEMENTS OF INCOME (Continued)

ANNA T. JEANES FUND

Balance, June 30, 1934.....	\$ 6,007.77
Income from investments for the year July 1, 1934 to June 30, 1935.....	\$1,988.65
Income on uninvested funds, July 1, 1934 to June 30, 1935.....	1,911.68
Refund on account of payments made in previous years.....	1,211.67
	<hr/>
Amount paid to Tuskegee Normal and Industrial Institute.....	\$11,119.77
	5,815.00
Balance, June 30, 1935, accounted for in cash on deposit....	<hr/>
	\$ 5,304.77
	<hr/>

SUMMARY OF APPROPRIATIONS, AUTHORIZATIONS, AND PAYMENTS FROM INCOME

Outstanding obligations as at June 30, 1934:

Appropriations.....	\$8,134,400.97
Authorizations.....	68,275.00
	<hr/>
Appropriations and Authorizations during 1934-35.....	\$ 8,202,675.97
	<hr/>
	5,371,650.03
	<hr/>

Lapses on Prior Year Appropriations.....

Payments during 1934-35.....	\$ 741,175.40
	3,599,441.30
	<hr/>
	4,340,616.70
	<hr/>

Outstanding obligations as at June 30, 1935:

Appropriations.....	\$8,787,435.99
Authorizations.....	446,273.31
	<hr/>
	\$ 9,233,709.30
	<hr/>

STATEMENT OF PRINCIPAL FUND

Balance, June 30, 1934.....		\$45,664,670.50
Refunds on account of payments made in previous years.....	\$ 470.00	
Lapses of prior years' appropriations.....	1,250,000.00	1,250,470.00
		<hr/>
Amount appropriated during the year ended June 30, 1935.....		\$46,915,140.50
		2,500,000.00
Balance, June 30, 1935.....		<hr/>
		\$44,415,140.50

This fund is accounted for in securities.

STATEMENT OF APPROPRIATIONS FROM PRINCIPAL FUND

Balance, June 30, 1934, of amount set aside to provide for appropriations from principal.....	\$10,847,681.41	
Less lapses of prior years' appropriations.....	1,250,000.00	\$ 9,597,681.41
Amount appropriated from Principal during the year ended June 30, 1935.....		2,500,000.00

\$12,097,681.41

Less amount paid on account of appropriations:

Whites:

Colleges of Liberal Arts:		
General Endowment, Buildings, and Other Purposes.....	\$ 8,480.21	
Natural Sciences.....	148,186.99	
Medical Sciences:		
Schools of Medicine.....	71,629.55	\$ 228,296.75

Negroes:

Colleges and Schools:		
Teachers' Salary Endowment and Grants.....	\$ 9,800.00	
General Endowment, Buildings and Other Purposes.....	261,632.45	271,432.45

Balance, June 30, 1935, available for unpaid appropriations.....		\$11,597,952.21
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This fund is accounted for in securities.

STATEMENT OF ANNA T. JEANES FUND

Balance, June 30, 1934.....	\$157,744.16
Amount appropriated during the year.....	50,000.00
Balance, June 30, 1935.....	<u>\$107,744.16</u>

This fund is accounted for in securities and cash.

STATEMENT OF APPROPRIATIONS FROM ANNA T. JEANES FUND

Balance, June 30, 1934.....	\$ 2,997.50
Amount appropriated during the year.....	<u>50,000.00</u>
Less amount paid on account of appropriations:	
Hampton Institute.....	\$ 2,997.50
Supervising Industrial Teachers.....	<u>50,000.00</u>
Balance, June 30, 1935, available for unpaid appropriations.....	<u>—0—</u>

STATEMENT OF APPROPRIATIONS AND PAYMENTS
(From the date of the Board's foundation in 1902 to June 30, 1935)

	AMOUNT APPROPRIATED	AMOUNT PAID	UNEXPENDED BALANCE
<i>Whites:</i>			
Colleges of Liberal Arts:			
Teachers' Salary Endowment and Grants.....	\$ 40,804,733.63	\$ 40,804,733.63	\$
General Endowment, Buildings, and Other Purposes..	26,180,712.44	24,705,018.87	1,475,693.57
	\$ 66,985,446.07	\$ 65,509,752.50	\$ 1,475,693.57
Science of Education:			
Schools of Education.....	\$ 12,194,371.89	\$ 11,713,492.90	\$ 480,878.99
Special Projects.....	1,746,783.01	1,334,732.39	412,050.62
	\$ 13,941,154.90	\$ 13,048,225.29	\$ 892,929.61
Natural Sciences.....	\$ 15,575,199.82	\$ 11,117,561.32	\$ 4,457,638.50
Social Sciences.....	\$ 45,000.00	\$ 45,000.00	\$
Medical Sciences:			
Schools of Medicine.....	\$ 81,289,846.04	\$ 78,152,324.88	\$ 3,137,521.16
Special Projects.....	776,348.82	776,348.82	.....
	\$ 82,066,194.86	\$ 78,928,673.70	\$ 3,137,521.16
Humanities.....	\$ 6,619,135.04	\$ 5,376,372.44	\$ 1,242,762.60
Industrial Art.....	\$ 908,429.86	\$ 858,429.86	\$ 50,000.00

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Public Education:			
Southern Education Board.....	\$ 97,126.23	\$ 97,126.23	\$
Professors and State Agents of Secondary Education.....	940,406.01	940,406.01
Rural School Agents.....	956,236.21	956,236.21	.....
Fellowships.....	732,195.59	626,591.77	105,603.82
Special Divisions in State Departments of Education.....	1,373,446.84	1,233,594.48	139,852.36
Teacher Training.....	976,933.90	922,303.13	54,630.77
Library Training.....	249,700.00	200,358.37	49,341.63
Studies.....	457,429.95	411,353.63	46,076.32
Other Purposes.....	245,874.96	223,124.96	22,750.00
	\$ 6,029,349.69	\$ 5,611,094.79	\$ 418,254.90
Miscellaneous.....	\$ 422,342.07	\$ 225,315.60	\$ 197,026.47
General Education.....	\$ 2,158,936.32	\$ 306,965.87	\$ 1,851,970.45
Child Growth and Development.....	\$ 552,735.00	\$ 243,771.77	\$ 308,963.23
Training of Personnel for the Advancement of Knowledge.....	\$ 659,993.10	\$ 125,091.48	\$ 534,901.62
Total for Whites.....	\$195,963,916.73	\$181,396,254.62	\$14,567,662.11
Negroes:			
Colleges and Schools:			
Teachers' Salary Endowment and Grants.....	\$ 3,415,301.38	\$ 3,363,891.83	\$ 51,409.55
General Endowment, Buildings, and Other Purposes.....	20,901,325.44	17,152,186.62	3,749,138.82
	\$ 24,316,626.82	\$ 20,516,078.45	\$ 3,800,548.37

STATEMENT OF APPROPRIATIONS AND PAYMENTS (Continued)
(From the date of the Board's foundation in 1902 to June 30, 1935)

	AMOUNT APPROPRIATED	AMOUNT PAID	UNEXPENDED BALANCE
Natural Sciences.....	\$ 49,650.00	\$ 49,650.00	\$
Social Sciences.....	\$ 40,000.00	\$ 32,500.00	\$ 7,500.00
Medical Sciences: Schools of Medicine.....	\$ 4,602,887.67	\$ 3,460,387.67	\$ 1,142,500.00
Special Projects.....	18,232.57	16,957.57	1,275.00
	\$ 4,621,120.24	\$ 3,477,345.24	\$ 1,143,775.00
Public Education: Summer Schools.....	\$ 437,820.59	\$ 427,508.84	\$ 10,311.75
Anna T. Jeanes Foundation.....	1,247,610.00	1,195,110.00	52,500.00
County Training Schools.....	832,588.76	832,588.76	.....
John F. Slater Fund.....	692,224.89	632,224.89	60,000.00
Rural School Agents.....	1,867,305.80	1,725,219.20	142,086.60
Fellowships.....	627,266.66	465,547.61	161,719.05
Special Divisions in State Departments of Education.....	12,750.00	12,000.00	750.00
Teacher Training.....	178,843.40	178,843.40	.....
Other Purposes.....	106,606.13	102,918.20	3,687.93
	\$ 6,003,016.23	\$ 5,571,960.90	\$ 431,055.33
Miscellaneous.....	\$ 50,459.91	\$ 30,540.05	\$ 19,919.86
Total for Negroes.....	\$ 35,080,873.20	\$ 29,678,074.64	\$ 5,402,798.56

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<i>Surveys and Studies</i>	\$ 696,083.81	\$ 669,668.00	\$ 26,415.81
<i>Agricultural Demonstration Work</i>	\$ 1,180,161.03	\$ 1,180,161.03	\$
<i>Miscellaneous Projects</i>	\$ 178,532.15	\$ 159,521.17	\$ 19,010.98
<i>Administration:</i>			
Home Office }.....	\$ 4,454,984.87	\$ 4,138,612.77	\$ 316,372.10
Treasurer's Office }.....	328,881.24	290,663.32	38,217.92
Richmond, Virginia, Office.....	157,334.23	142,423.51	14,910.72
Baton Rouge, Louisiana, Office.....			
Grand Total.....	\$ 4,941,200.34	\$ 4,571,699.60	\$ 369,500.74
	\$238,040,767.26	\$217,655,379.06	\$20,385,388.20
The above totals represent appropriations and payments from principal and income, as follows:			
From Principal.....	\$128,277,883.32	\$116,679,931.11	\$11,597,952.21
From Income.....	109,762,883.94	100,975,447.95	8,787,435.99
	\$238,040,767.26	\$217,655,379.06	\$20,385,388.20

ANNA T. JEANES FUND STATEMENT OF APPROPRIATIONS AND PAYMENTS TO JUNE 30, 1935

	AMOUNT APPROPRIATED	AMOUNT PAID	UNEXPENDED BALANCE
From Principal.....	\$ 99,740.00	\$ 99,740.00	\$
From Income.....	262,450.94	260,000.94	2,450.00
	\$ 362,190.94	\$ 359,740.94	\$ 2,450.00

ANNUAL REPORT

STATEMENT OF APPROPRIATIONS VOTED DURING THE YEAR ENDED JUNE 30, 1935

	TOTAL	FROM INCOME	FROM PRINCIPAL
<i>Whites:</i>			
Colleges of Liberal Arts:			
General Endowment, Buildings, and Other Purposes.....	\$ 313,152.33	\$ 313,152.33	\$
Science of Education:			
Schools of Education.....	\$ 323,131.60	\$ 323,131.60	\$
Special Projects.....	15,000.00	15,000.00	.....
	\$ 338,131.60	\$ 338,131.60	\$
	\$ 6,200.00	\$ 6,200.00	\$
	\$2,587,000.00	\$ 87,000.00	\$2,500,000.00
Natural Sciences.....			
Medical Sciences.....			
Public Education:			
Fellowships.....	\$ 100,000.00	\$ 100,000.00	\$
Teacher Training.....	27,000.00	27,000.00	.....
Library Training.....	38,500.00	38,500.00	.....
Studies.....	44,950.00	44,950.00	.....
Other Purposes.....	25,250.00	25,250.00	.....
	\$ 235,700.00	\$ 235,700.00	\$
Miscellaneous.....	\$ 222,500.00	\$ 222,500.00	\$
General Education.....	\$1,528,500.00	\$1,528,500.00	\$
Child Growth and Development.....	\$ 194,450.00	\$ 194,450.00	\$
Training of Personnel for the Advancement of Knowledge...	\$ 290,000.00	\$ 290,000.00	\$
Total for Whites.....	\$5,715,633.93	\$3,215,633.93	\$2,500,000.00

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<i>Negroes:</i>			
Colleges and Schools:			
General Endowment, Buildings and Other Purposes.....	\$ 879,602.60	\$ 879,602.60	\$.....
Social Sciences.....	\$ 10,000.00	\$ 10,000.00	\$.....
Medical Sciences:			
Schools of Medicine.....	\$ 180,000.00	\$ 180,000.00	\$.....
Special Projects.....	6,300.00	6,300.00	.....
	\$ 186,300.00	\$ 186,300.00	\$.....
Public Education:			
Summer Schools.....	\$ 10,000.00	\$ 10,000.00	\$.....
John F. Slater Fund.....	60,000.00	60,000.00	.....
Rural School Agents.....	127,890.00	127,890.00	.....
Fellowships.....	130,000.00	130,000.00	.....
	\$ 327,890.00	\$ 327,890.00	\$.....
Miscellaneous.....	\$ 32,565.00	\$ 32,565.00	\$.....
Total for Negroes.....	\$1,436,357.60	\$1,436,357.60	\$.....
<i>Miscellaneous Projects</i>	\$ 9,500.00	\$ 9,500.00	\$.....
<i>Administration:</i>			
Home Office.....	\$ 270,258.50	\$ 270,258.50	\$.....
Treasurer's Office.....	13,000.00	13,000.00	.....
Richmond, Virginia, Office.....	35,520.00	35,520.00	.....
Baton Rouge, Louisiana, Office.....	13,880.00	13,880.00	.....
	\$ 332,658.50	\$ 332,658.50	\$.....
Grand Total.....	\$7,494,150.03	\$4,994,150.03	\$2,500,000.00

ANNA T. JEANES FUND

<i>Negroes:</i>			
Hampton Institute.....	\$ 1,750.00	\$ 1,750.00	\$.....
Tuskegee Normal and Industrial Institute.....	6,515.00	6,515.00	.....
Supervising Industrial Teachers.....	50,000.00	.....	50,000.00
	\$ 58,265.00	\$ 8,265.00	\$ 50,000.00

SCHEDULE OF SECURITIES ON JUNE 30, 1935
BONDS

NAME	INTEREST RATE PER CENT	DATE OF MATURITY	AMOUNT	BOARD'S LEDGER VALUE PER CENT	BOARD'S TOTAL LEDGER VALUE
American Telephone & Telegraph Co. Thirty-year Collateral Trust.	5	Dec. 1946	\$ 100,000	97.75	\$ 97,750.00
Armour & Co. (Illinois) Real Estate First Mortgage Gold.	4½	June 1939	380,000	93.25	354,350.00
Archison, Topeka & Santa Fe Ry. Twenty-year Convertible Gold.	4½	Dec. 1948	43,500	118.	51,330.00
Atlanta & Charlotte Air Line Ry. First Mortgage Gold Series "A"	4½	July 1944	100,000	92.25	92,250.00
Atlantic Coast Line R. R. Louisville & Nashville Collateral Trust Gold.	4	Oct. 1952	194,000	87.8934	170,513.33
Baltimore & Ohio R. R. Refunding & General Mortgage Gold Series "A"	5	Dec. 1995	250,000	99.75	249,375.00
Baltimore & Ohio R. R. Refunding & General Mortgage Series "F"	5	Mar. 1996	1,038,500	100.19138	1,040,487.52
Beech Creek Extension R. R. First Mortgage Gold.	3½	Apr. 1951	463,000	90.	416,700.00
Bethlehem Steel Co. First Lien & Refunding Gold Mortgage.	5	May 1942	125,000	89.	111,250.00
Brooklyn-Manhattan Transit Corporation Rapid Transit Security Sinking Fund Gold Series "A"	6	July 1968	1,411,300	67.	945,571.00
City of Buffalo, New York Refunding Gold.	4¼	July 1935	65,000	100.5334	65,346.71

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Carolina, Clinchfield & Ohio Ry. First Mortgage Thirty-year Gold	5	June	1938	\$600,000	94.66666	\$ 568,000.00
Chicago & Alton R. R. Refunding Mortgage Gold	3	Oct.	1949	145,000	59.	85,550.00
Chicago, Milwaukee & St. Paul Ry. General Mortgage Gold Series "C"	4½	May	1989	250,000	99.	247,500.00
Chicago, Milwaukee, St. Paul & Pacific R. R. Fifty-year Mortgage Series "A"	5	Feb.	1975	53,700	95.	51,015.00
Chicago, Milwaukee, St. Paul & Pacific R. R. Convertible Adjustment Mortgage Series "A"	5	Jan.	2000	214,800	62.50	134,250.00
Chicago & North Western Ry. General Mortgage	5	Nov.	1987	30,000	105.625	31,687.50
Chicago, Rock Island & Pacific Ry. First & Refunding Mortgage Gold	4	Apr.	1934	531,000	96.320743	511,463.15
Cleveland, Cincinnati, Chicago & St. Louis Ry. General	4	June	1993	50,000	83.625	41,812.50
Cleveland Short Line Ry. First Mortgage Gold	4½	Apr.	1961	500,000	96.75	483,750.00
The Colorado Industrial Co. First Guaranteed Mortgage	5	Aug.	1934	1,177,000	70.246026	826,795.73
Consolidation Coal Co. Secured Gold Notes (Certificates of Deposit)	5	July	1935	500,000	100. •	500,000.00
Denver & Rio Grande R. R. First Consolidated Mortgage Gold	4	Jan.	1936	658,000	92.68218	609,848.80
Denver & Rio Grande Western R. R. General Mortgage (Stamped)	5	Aug.	1955	175,000	59.	103,250.00
City of Detroit (Michigan) General Public Improvement Series "A" dated June 15, 1933	5	June 15,	1963	170,000	102.63657	174,482.18
FORWARDED	...	.....	.....	.....	.....	\$7,964,328.42

SCHEDULE OF SECURITIES (Continued)

BONDS

NAME	INTEREST RATE PER CENT	DATE OF MATURITY	AMOUNT	BOARD'S LEDGER VALUE PER CENT	BOARD'S TOTAL LEDGER VALUE
BROUGHT FORWARD.....	...	.....	.....	.....	\$7,964,328.42
City of Detroit (Michigan) Refunding Se- ries "B" dated June 30, 1933.....	3 1/4	Aug. 1962	\$ 4,250.00	100.	4,250.00
City of Detroit (Michigan) Refunding Se- ries "C" dated August 1, 1934.....	3 1/4	Aug. 1935	2,833.33	100.	2,833.33
City of Detroit (Michigan) Refunding Se- ries "C" dated December 15, 1934.....	3 1/4	Aug. 1935	1,417.80	100.	1,417.80
City of Detroit (Michigan) Refunding Se- ries "C" dated June 15, 1935.....	3 1/4	Aug. 1935	1,417.80	100.	1,417.80
Duluth, Missabe & Northern Ry. General Mortgage Gold.....	5	Jan. 1941	62,000	103.1	63,922.00
Erie R. R. First Consolidated Mortgage Prior Lien Gold.....	4	Jan. 1996	250,000	84.5	211,250.00
Great Northern Ry. General Mortgage Gold Series "A".....	7	July 1936	1,387,000	111.401	1,545,131.94
Imperial Chinese Government Hu Kuang Rys. Sinking Fund loan of 1911.....	5	June 15, 1951	\$1,000	28.	1,400.00
Interborough Rapid Transit Co. First & Refunding Mortgage (Stamped) Gold (Certificates of Deposit).....	5	Jan. 1966	600,000	64.	384,000.00
Jones & Laughlin Steel Co. First Mortgage Sinking Fund.....	5	May 1939	204,000	98.5882	201,121.20

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The Kansas City, Fort Scott & Memphis Ry. Refunding Mortgage Gold.....	4	Oct.	1936	\$ 884,000	96.539383	\$ 853,408.15
The Kansas City Southern Ry. Refunding & Improvement Mortgage Gold.....	5	Apr.	1950	300,000	96.5833	289,750.00
The Laclede Gas Light Co. Refunding & Extension Mortgage Gold.....	5	Apr.	1939	172,000	102.0149	175,465.63
Manhattan Ry. Second Mortgage (Certificates of Deposit).....	4	June	2013	500,000	58.	290,000.00
Middle West Utilities Co. Serial Convertible Gold Notes (Certificates of Deposit).....	5	June	1932	334,000	100.5625	335,878.81
Morris & Essex R. R. First Refunding Mortgage Gold.....	3½	Dec.	2000	144,000	97.35833	140,196.00
New York City Corporate Stock.....	4½	Mar.	1963	100,000	100.	100,000.00
New York Central R. R. Co. Ten-year Convertible Secured.....	6	May 10,	1944	84,000	118.75	99,750.00
New York Central R. R.-New York Central & Hudson River R. R. Refunding & Improvement Mortgage Gold Series "A".....	4½	Oct.	2013	2,650,000	81.5862	2,162,034.50
New York, Chicago & St. Louis R. R. Three-year Gold Notes.....	6	Oct.	1935	953,250	102.72181	979,195.66
The New York Connecting R. R. First Mortgage Gold Series "A".....	4½	Aug.	1953	250,000	98. •	245,000.00
New York, Lake Erie & Western Docks & Improvement Co. First Extended Gold...	5	July	1943	237,000	99.59493	236,040.00
New York, New Haven & Hartford R. R. Non-Convertible Debenture.....	4	July	1955	145,000	56.	81,200.00
Norfolk Southern R. R. First & Refunding Mortgage Gold Series "A" (Certificates of Deposit).....	5	Feb.	1961	1,000,000	63.	630,000.00
FORWARDED.....	...	.....	.....	.....	.....	\$16,998,991.24

SCHEDULE OF SECURITIES (Continued)

BONDS

NAME	INTEREST RATE PER CENT	DATE OF MATURITY	AMOUNT	BOARD'S LEDGER VALUE PER CENT	BOARD'S TOTAL LEDGER VALUE
BROUGHT FORWARD.....	...	.....	.....	.....	\$16,998,991.24
Pennsylvania R. R. Consolidated Mortgage Gold.....	4½	Aug. 1960	\$ 150,000	103.5	155,250.00
Pennsylvania R. R. General Mortgage Gold Series "A".....	4½	June 1965	200,000	98.25	196,500.00
Republic Iron & Steel Co. Ten-Thirty-year Mortgage Sinking Fund Gold.....	5	Apr. 1940	350,000	94.50	330,750.00
Rock Island, Arkansas & Louisiana R. R. First Mortgage Gold.....	4½	Mar. 1934	438,000	100.28739	439,258.77
St. Louis, Iron Mountain & Southern Ry. (River & Gulf Divisions) First Mortgage Gold Thirty-year (Certificates of Deposit)	4	May 1933	225,000	90.22032	202,995.73
St. Louis Southwestern Ry. General & Re- funding Mortgage Gold Series "A".....	5	July 1990	251,500	86.80567	218,316.26
Seaboard Air Line Ry. First Mortgage Gold (Certificates of Deposit):					
Stamped.....					
Unstamped.....	4	Apr. 1950	1,142,000	70.56627	805,866.80
South & North Alabama R. R. General Con- solidated Mortgage Gold Fifty-year.....	5	Oct. 1963	400,000	104.50	418,000.00

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United States of America Fourth Liberty Loan—Gold.....	4½	Oct. 15, 1935 to 1938	\$ 420,000	99.05472	\$ 416,029.92
United States of America Treasury Notes Series "B" dated June 15, 1933.....	2⅞	June 15, 1938	2,000,000	100.91484	2,018,296.88
United States of America Treasury Notes Series "D" dated Sept. 15, 1934.....	2½	Sept. 15, 1938	500,000	100.	500,000.00
United States of America Treasury Notes Series "E" dated Dec. 15, 1934.....	1⅞	June 15, 1936	175,000	100.	175,000.00
Western Maryland R. R. First Mortgage Gold.....	4	Oct. 1952	1,656,000	81.50	1,349,640.00
Wheeling & Lake Erie Ry. Co. Refunding Mortgage Series "A".....	4½	Sept. 1966	326,000	58.	189,080.00
Wisconsin Central Ry. General Mortgage Gold (Certificates of Deposit).....	4	July 1949	428,000	87.6	374,928.00
TOTAL BONDS.....	...	.....	.....	.....	\$24,788,903.60

SCHEDULE OF SECURITIES (Continued)
STOCKS

NAME	NUMBER OF SHARES	BOARD'S LEDGER VALUE PER SHARE	BOARD'S TOTAL LEDGER VALUE
Amerex Holding Corporation (Par \$10.) Capital.....	1,848.8	\$ 13.	\$ 24,034.40
Atchison, Topeka & Santa Fe Ry. 5% Preferred.....	4,500	100.40746	451,833.57
Atchison, Topeka & Santa Fe Ry. Common.....	3,500	100.804	352,814.00
Chase National Bank of the City of New York (Par value \$13.55) Common.....	18,488	57.92997836	1,071,009.44
Consolidation Coal Co. Cumulative 7% Preferred (Certificate of De- posit).....	5,875	12.68182468	74,505.72
Consolidation Coal Co. Common (Certificate of Deposit).....	23,500	.....	.....
Denver & Rio Grande Western R. R. 6% Cumulative Preferred.....	1,000	9.	9,000.00
International Harvester Co. 7% Cumulative Preferred.....	22,169	115.0672	2,550,924.95
Mission Corporation Common (No par value).....	8,106 ² / ₃	9.5	77,013.33
New York Central W. R. Capital (No par value).....	7,003	110.91917	776,766.94
Norfolk & Western Ry. Common.....	4,860	95.56516	464,446.71
The Ohio Oil Co. 6% Non-Voting Cumulative Preferred.....	40,955	103.50	4,238,842.50
The Ohio Oil Co. Common (No par value).....	326,920	28.919119	9,454,238.46
Pennsylvania R. R. Capital (Par \$50.).....	17,867	50.819914	907,999.41
South Penn Oil Co. Capital (Par \$25.).....	315,414	23.333333	7,359,660.00
Standard Oil Co. (New Jersey) Capital (Par \$25.).....	152,000	27.7930366	4,224,541.57
Standard Oil Export Corporation (Delaware) Cumulative 5% Non- Voting Guaranteed Preferred (Par \$100.).....	26,635	99.	2,636,865.00
Union Pacific R. R. Common.....	4,830	90.59612	437,579.29
United States Steel Corporation 7% Preferred.....	10,000	97.6941	976,941.76
Western Pacific R. R. Corporation 6% Preferred.....	6,148	15.79033	97,078.95
TOTAL STOCKS.....	.....	.....	\$36,186,096.00

SUMMARY

TOTAL BONDS.....	\$24,788,903.60
TOTAL STOCKS.....	36,186,096.00
GRAND TOTAL OF INVESTMENTS.....	\$60,974,999.60

TREASURER'S REPORT

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ANNA T. JEANES FUND
BONDS

NAME	INTEREST RATE PER CENT	DATE OF MATURITY	AMOUNT	BOARD'S LEDGER VALUE PER CENT	BOARD'S TOTAL LEDGER VALUE
Chicago, Rock Island & Pacific Ry. First & Refund- ing Mortgage.....	4	Apr. 1934	\$ 10,000	96.025	\$ 9,602.50
The New York Gas & Electric Light Heat & Power Co. Purchase Money.....	4	Feb. 1949	20,000	93.408	18,681.67
Northern Pacific Ry. General Lien.....	3	Jan. 2047	20,000	76.8375	15,367.50
Rio Grande Western Ry. First Consolidated and Col- lateral Mortgage.....	4	Apr. 1949	20,000	91.775	18,355.00
United Railways of St. Louis General First Gold (Certificates of Deposit).....	4	July 1934	20,000	88.875	17,775.00
United States Fourth Liberty Loan.....	4 1/4	Oct. 15, 1935	500	95.498	477.49
Western Maryland R. R. First Mortgage Gold.....	4	Oct. 1952	3,000	86.	2,580.00
TOTAL BONDS.....	...	.....	.....	.....	\$82,839.16

SCHEDULE OF SECURITIES (Continued)
STOCKS

NAME	NUMBER OF SHARES	BOARD'S LEDGER VALUE PER SHARE	BOARD'S TOTAL LEDGER VALUE
Manhattan Ry. Co. (Modified Guarantee) Capital.....	100	\$166.45	\$16,645.00

SUMMARY

TOTAL BONDS.....	\$82,839.16
TOTAL STOCKS.....	16,645.00
GRAND TOTAL OF INVESTMENTS.....	<u>\$99,484.16</u>

SCOVELL, WELLINGTON & COMPANY
ACCOUNTANTS—ENGINEERS

*To the Members of the
General Education Board,
49 West 49th Street,
New York City*

We have made an examination of the balance sheet of the General Education Board as at June 30, 1935, and of the statement of receipts and disbursements of income for the year ended at that date. In connection therewith, we examined or tested accounting records and other supporting evidence; inspected, or confirmed by certificates from depositories, the securities owned at the balance sheet date; verified all authorizations for appropriations and for reallocations and recissions of appropriations during the year by reference to minutes of the meetings of the Members and Trustees and/or the meetings of the Executive Committee; obtained information and explanations from officers and employees of the Board; and made a general review of the accounting methods, but we did not make a detailed audit of all transactions.

We accepted as correct the transactions in the accounts prior to and the balances at July 1, 1934, as shown by the books and certified by other accountants.

In our opinion, based upon such examination, the accompanying balance sheet and statement of receipts and disbursements of income fairly present, in accordance with accepted principles of accounting and on a basis consistent with that at the end of the

preceding year, the financial condition of the Board as at June 30, 1935, and the results of its operations for the year ended at that date.

(Signed) SCOVELL, WELLINGTON & COMPANY

New York, September 17, 1935

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میں نے

۱۔ ادا کی جو ان کا حق تھا۔ خاص طور پر

۲۔ اس بار میں نے خود اپنے لیے ایک خاص جگہ بنائی ہے۔

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